

Mr Baker says his peace

It will take some time before the dust has settled on the county council elections and we can discover how big a role education played in determining the result. One thing is already clear, though. Education played a big part in the party political broadcasts preceding the elections.

Conservative local government minister Kenneth Baker adopted his gravest tones, (remniscent of an estate agent telling you there is a problem with a boundary fence) to warn that seven Labour counties already have peace studies on their school timetables.

For some strange reason he worded this warning differently on radio and television. For radio, where I suspect people listen rather more carefully, he said: "On the face of it peace studies sound good but parents are complaining that it's a thin disguise for preaching CND policies to their children." But on TV the same day he said: "Some of the children are in a

peace studies class which sounds fine until you discover that it's a thin disguise for preaching CND propaganda."

What happened to the complaining parents? Suddenly the preaching of CND propaganda has ceased to be a suspicion of a Western-super-Mare mum and has become a fact.

And it wasn't the only fact with a question mark against it. A Labour Party broadcast featured a Buckinghamshire primary school in poor repair as an example of Government education cuts. Foul, cried local Tory MP George Walden, even before the broadcast hit the screens. "The school is already due to be replaced by a £640,000 new school as soon as a site can be found, and has been promised a facelift in the meantime. The new building won't be complete for some years, retorted the Labour Party, and the so-called facelift was just a general maintenance programme.

At least the Buckinghamshire

school knew well in advance that it was about to star in a party political. That's more than can be said of the staff and governors of St Barnabas middle school in Hereford and Worcester which was featured on a Conservative Party broadcast to show what a boon privatization of school meals had been. The governors gave their consent for a film crew to visit in the belief that the school was to be featured on television news. Only when the film crew arrived was it discovered that they were from Saatchi and Saatchi, the Government's image makers.

Hereford and Worcester was roundly condemned by the national president of the NUT for allowing a public relations firm to use i.e.a. premises to promote a party political line. Education chairman Dr David Muffett responded in his usual diplomatic style: "We administer the school, we pay for it, we also pay the teachers, but they do not seem to remember that very often," he said.

Jack hits the road

The newly-ennobled Lord (Jack) Butworth, soon to retire as vice-chancellor of Warwick University, has chosen a most unworldly form of transport to get about Warwick's 500-acre campus.

The university has been given a fleet of 12 CSs (pictured) - the revolutionary Clive Sinclair.

Both staff and students have access to the fleet, and they do not have far to go if the vehicles break down or are taken on by a large Aston, Jaguar, or a university's science park, where development work on the present CS was undertaken.

Burnham committee comprising anagrams of Messrs Jarvis and Merridale. A flavour of it goes: "I'm Phil... er... i.e.a. drip."

Union representatives: "L.e.a. pin drip, Heil."

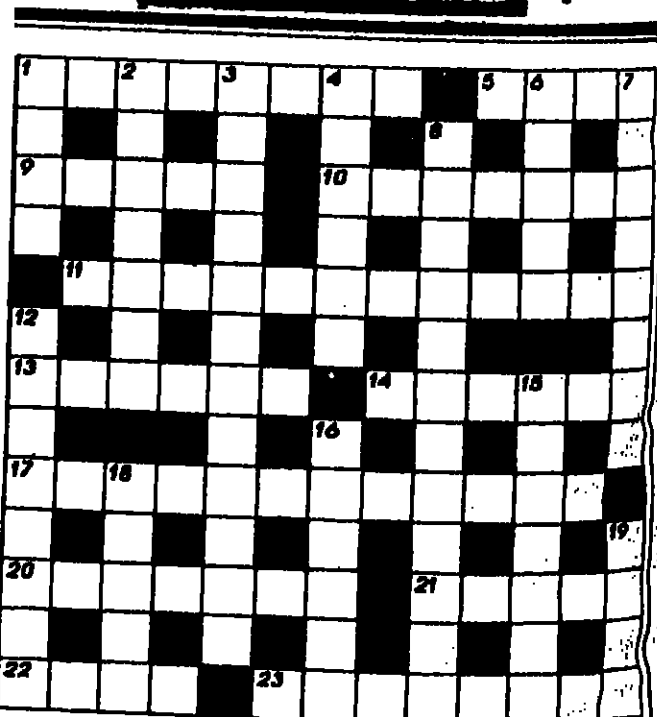
Sir K (aside): "I prepared him ill."

A special mention must of course be made of those astute readers who know that with a journalist, flattery will get you everywhere, and sent me in anagrams of my own name. Joe McDonald of John Leggott College, Scunthorpe, took flattery too far by linking my name with Samuel Pepys: make "TES did rival" Samuel Pepys. Others were not so kind. Roger Squires of Telford judged the whole thing "stupid drive!" and turned me into "I divert lads" which I was less than thrilled about.

I suspect there is some more gold in them than anagrams. I am on holiday in two weeks time but hope in a month to publish your efforts on Sir Keith Joseph (MP, Burt, if that helps), and his opposite number Giles Radice. There should be quite a bit of scope there.

David Lister

No 202 CROSSWORD by Rufus



Across

- 1 It may form a strong attachment to a craft (8)
- 2 Multinational combine? (4)
- 3 It's erect, whichever way you look at it (3,5)
- 4 Excess weight? It's his danger (7)
- 5 Sporadic localities (4,5)
- 6 Good man in a new role looking after houses (6)
- 7 A party diversion that gives rise to conjectures (6,4)
- 8 W German canal port or haven, perhaps (7)
- 9 Time to finish is what poets may need (3)
- 10 End of story, we hear (4)
- 11 What scores of young people are (8)
- 12 Rouse, chance a slip may take (4,4)
- 13 About one thousand different paint drums (7)
- 14 He provides a new setting for the doctor (6)
- 15 Nun that is upset by lack of interest (5)
- 16 John Napier's records? (4)

Down

- 1 Rolls of bread, initially, well risen (4)
- 2 It's beaten by those who are themselves beaten (7)
- 3 Even I, perhaps, could be afraid (12)
- 4 Get the member to finish an old story (6)
- 5 The bi-lingual machine (5)
- 6 Talk with the other side (8)
- 7 One of the smoothest parts of the

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The Conservative leader of the Burnham management panel, Mr Philip Merridale, has accused the Education Secretary in a blunt "farewell message" of persistent stubbornness over teachers' pay.

Mr Merridale told Sir Keith Joseph at a recent private meeting, in the presence of other local authority leaders, that the Government would soon regret its uncompromising attitude on the issue.

And there were further signs this week that, in the aftermath of the shire county elections, local authority leaders - both Labour and Conservative - were rapidly losing patience with the Government.

The Government is coming under increasing pressure to abandon its hard-line position that no more money can be made available for i.e.a. budgets

Sir Keith warned on hard line

to swell teachers' pay packets.

Mr Merridale, who at the time clearly believed he would not be re-elected to the Association of County Councils education committee, delivered his startling and frank "farewell message" last Thursday.

In fact on Monday he was re-elected to the ACC and may still remain its education chairman (see page 5).

He told Sir Keith that the Conservatives were now losing the propaganda war over teachers' pay - or as he put it, "the court of public opinion will judge us to have been found wanting."

He went on: "This may very well be

my valedictory appearance before you.

"As I ride off into the sunset I want to leave you with a final message - and that is that the government's persistent stubbornness will sow the seeds of its undoing."

He forecast that the refusal to countenance any more money in i.e.a. budgets for teachers' pay would eventually rebound on the government.

This week, Mr Merridale refused to comment on the meeting and denied that he had said anything that in any way changed the local authorities' view of the Government's handling of the dispute.

But a colleague who was at the meeting said this week: "He was blunt and angry and he had reasons to be. He made it very clear he felt this was the message that had been delivered in the shire county elections."

Another observer commented: "The message was put over to Sir Keith more powerfully than ever before. Pressure is certainly being put on the Secretary of State."

Mr Merridale said: "I have given my word to the Education Secretary that I will not say anything about what passes at private meetings.

"My role as chairman of the manage-

ment panel, a supporter of the Government and a Conservative councillor is to advise the government on the pay negotiations as I see them.

"From the outset I have always told the Secretary of State that in my judgement there is an urgent and pressing necessity for additional resources in the education service. I have been saying it for a long, long time."

Sir Keith is understood to have hinted to i.e.a. leaders at the same meeting that he would not use the Department of Education and Science "vet" at forthcoming meetings of the Burnham Committee.

Meanwhile Mr Merridale's future as leader of the Burnham management panel is still to be decided. The chairmanship of the ACC education committee is to be reviewed in July.

Mike Durham

A hands-on experience

Who says teachers are not serious-minded people?

One disgruntled NUT member has written to the union's weekly newspaper, *The Teacher*, complaining that there is no library at the NUT's country retreat, Stoke Rochford, reputedly the UK's largest trade union training centre.

She says: "It is a disgrace that in between sessions at Stoke Rochford, all teachers can do is have a sauna, half-an-hour in the Jacuzzi or spend our money in the bar."

Actually, she does Stoke Rochford less than justice. It also boasts a swimming pool, beauty parlour with massages, candlelit restaurant and gift shop. It even has real ale.

Somewhat a library seems inappropriate. Perhaps a massage could read to customers from their own books.

Playing the name game

So now I know what teachers doodle away at when they are invigilating exams. It must be anagrams, judging from the volume of response to my request for anagrams of Philip Merridale and Fred Jarvis.

As I predicted, Fred Jarvis proved nigh impossible, though Dr D Howell, senior lecturer at the London Institute of Education, and several others arranged him into "fervid jars". Eric Hawkins of Driffild made him "vi jars Fred", and Michael Wardell of Whitby was also aware of the NUT's drinking habits when he suggested their new address should be "Five Jars Rd". But I liked best of all Richard Rush who, clearly knowing of Fred's odd visit to the bookmakers, queried: "FJ, a Revd sir?" and C J Toye of Ilford who proposed the following medico-spiritual advice: "If VD jars - R.E."

Philip Merridale clearly proved the more popular proposition. "Limp



"Fervid jars"

peril" and "prime liar" came up more times than I or Mr Merridale will care to remember. "Pale drip" occurred frequently too. Gordon Donaldson, NUT executive member, gave the instruction "Rile him, pink and blue". Mr Wardell eschewed drips and flairs to find "I help PM railride" (the teachers presumably or, if he does stand up to Margaret, "I'll dare here. I'm Pip"). Mr Toye speculated on his greeting to the next Burnham meeting after the Tories' showing in the shire elections "PH, I'm ill prepared".

Suspicion of Mr Merridale's involvement with Mrs Thatcher over teachers' pay was evident in many entries. Even my colleague, Christopher Rowlands, education corres-



"Limp peril"

pondent of the *Daily Mail*, gave up any chance of succeeding Sir David Lister as editor by contributing "Help rid liar i.e. PM." And a colleague of Mr Merridale's on the management panel who wished understanding to remain anonymous really gave the game away when he revealed that a common instruction in Burnham is "Phil, dial premier". He also made an anagram on the word dial to suggest something as implausible as it was unprintable. A macabre D A Saunders of Cirencester offered "Ripper - all HMI die".

But the first prize of the collected pauses of Sir Keith Joseph goes to Miss A Morris of Drogheda who gave me a whole scene of a play set in the

PEOPLE...

Dr Ron Palmer, vice-principal of the College of Arts and Technology, Newcastle upon Tyne, to be principal of ILEA's South East London College.

Mr Robert Hancock, general inspector for special education in Bromley, to be ILEA's senior staff inspector for special education, on the retirement of Dr Maria Roe.

Dr Ken Robinson, managing editor of *Arts Express*, to be director of the School Curriculum Development Committee's Arts in Schools project.

Mr Bob Geldof is to be conferred with the honorary degree of Master of Arts by the University of Kent at Canterbury in July.

Among the recipients of honorary degrees from the Open University are Sir Kenneth Alexander, principal and vice-chancellor, Stirling University; Mr Michael Barrett Brown, founding principal, Northern College; Mr Don Gratton, former BBC controller of educational broadcasting; Sir Roy Harding, former chief of education officer, Buckinghamshire; Baroness Platt of Writtle, chairman, Equal Opportunities Commission; and Miss Alison Shrubsole, principal, Homerton College, Cambridge.

CONFERENCES...

June 12-20 "Public Service Directions": CIPFA conference at the Metropole Hotel, Brighton. Details from Julie Fowler, Conference Organizer, CIPFA, 3 Robert Street, London WC2E, Tel 01 930 3486.

June 22 London Conference for Women at Seymour Hall, Seymour Place, London W1. Topics include diet, self-defence, assertiveness, positive thinking and relaxation. Fee £25. Details from Sylvia Wright, 26 Rayners Road, London SW15 2AZ.

June 27 Sixth-form teachers' conference on Environmental Management at the Department of Geography, University College, London, 26 Bedford Way, London WC1. Details from Dr C. Vita-Finzi at that address.

July 5 "Political Education: Putting Theory into Practice" - a conference for teachers, youth workers and others working with young people at the Institute of Education, 20 Bedford Way, London WC1, organized by the British Youth Council. An all-party panel of MPs will take part in the morning session and panel discussion will take place in the afternoon. Fee £10. Details from Sharon Wint, BYC, 57 Chilton Street, London NW1 1HH, Tel 01-387 7559. There are reduced rates for young people.

July 6 Centre for Studies on Integration in Education conference at Regent's College, Regent's Park, London, for parents, teachers and health administrators. There will be a choice of working groups on the associations of local education authorities, parental involvement, integration in practice, integrated employment and developing a new perspective for change. The fee is £5 and early application is advised as places are limited to 150. Details from CSIE.

The Spastics Society, 16 Fitzroy Square, London W1P 5HQ Tel 01-387 9571.

COURSES...

August 1-28 Details of Middlesex Polytechnic's summer school course on Education for a Multicultural Society are available from the Admissions Enquiries Office, Middlesex Polytechnic, 114 Chase Side, London N14 5PN.

August 19-23 Dalcroze Music Education Through Movement summer school at Southlands College, Wimbledon, SW19, to be run on Dalcroze principles with work for and with children, rhythmic, and videos. Details from Christopher Jayman, RICE Office, Digby Stuart College, Roehampton Lane, London SW15 5PH.

From September 16 A 13-week full-time course for directors organized by the British Theatre Association, both a practical and theoretical training programme. It is designed for those who work as directors in the theatre, but lack a formal training and for those who work in education. The fee is £300 and the same course will be run in 1986 and 1987. Details from BTA, 9 Fitzroy Square, London W1P 6AE.

EVENTS...

June 8 "Struggle on Saturday" - a mathematics workshop on a variety of themes concerning

maths and low attainers organized by the editors of *Struggle* magazine at the Teacher's Centre for Special Education, Webber Row, London SE1 8QW. Details from the Warden, Mr Harry Hewitt.

June 24 One-day workshop for parents on sex education and relationships for mentally handicapped children, adolescents and adults to be held in London. Further details from the Family Planning Association Education Unit, 27-35 Mortimer Street, London W1.

July 27-August 10 Loughborough Summer School 35th Year for improving performance and qualifications in athletics, badminton, basketball, exercise to music, fitness, gymnastics, dance, rugby league and union, squash, swimming, tennis, trampolining, water polo, weight training and yoga. Details from Shirley Sandover, Department of Education, The University, Loughborough LE11 3TU, Tel 0509 263171 ext 226.

COMPETITIONS...

Dyslexia Essay Competition Open to all pupils attending any of the Dyslexia Institute's 14 regional centres and 40 teaching outposts, dyslexic members of local Dyslexia clubs and dyslexic pupils at schools with dyslexia units. Entries are in three categories of 10 and under, 11-14 and 15 and over, with the first two groups asked to submit essays of not more than 500 words and the older pupils 1,000 words. Closing date July 8.

NAS/UWT pledges more long-term disruption as pay deadlock continues

Union holds back cash for pre-election strike push

by Richard Garner

Leaders of the second largest teaching union are planning to scale up the current wave of teacher pay strikes in the year approaching the next general election.

The leadership of the National Association of Schoolmasters/Union of Women Teachers says it sees no prospect of significant improvements in teachers' pay either this year or next - a belief underlined at Wednesday's resumed pay negotiations.

As a result, the union is limiting its selective strikes to around their present level during the current pay dispute. This will leave enough money

Pay round-up, page 5

in its strike fund to sustain a major increase in action in 1987 - when it believes the Government may become more pliable with a general election in the offing.

Mr Joe Boone, the union's president, said: "We are pacing ourselves to take the most extensive militant action that year. We can last for the lifetime of this government and beyond if they get re-elected."

The union believes its strategy will ensure that teachers' pay becomes a major issue in the next general election - with the prospect of either persuading the present government to be more flexible or ensuring any government acts swiftly to remedy the situation.

Meanwhile, in this year's dispute, despite pledges by the National Union of Teachers and the NAS/UWT not to target examinations for industrial action, exam boards fear pupils could lose crucial lessons before they take them.

Before Wednesday's meeting, the NUT acknowledged for the first time that it was prepared to move from the claim of at least £1,200 for every teacher and accept an offer which arrested the current decline in teachers' pay and went some way toward restoring their purchasing power. This could mean an increase of about 8 per cent - and is in line with the NAS/UWT's thinking.

However, teachers believed that their best hope lay with a change in the leadership of the management panel, which is dominated by the Association of County Councils.

This is the likely outcome of the county council elections. The ACC, up until now Conservative-controlled, meets to review its membership on June 19 and could become "hung".

If so, Labour could dominate management proceedings because of its control of the Association of Metropolitan Authorities.

Talks in the Burnham Committee were still continuing after six hours as the TES went to press on Wednesday afternoon, with little sign of any progress.



Northborough primary school, Peterborough, is a hive of activity and features next week in a series on good practice that begins today on page 19. Picture: Janine Wiedel

Bradford fire takes its toll at schools

by Bert Lodge

Bradford's education director, Mr Richard Knight, has written to all the city's schools and colleges after last Saturday's fire at the city's Valley Parade football ground in which 32 people died.

His aim was to find out what special help may be needed in schools after the tragedy which claimed Mr Peter Greenwood, deputy head of Thorn Park school for the deaf, and his two sons, Felix and Rupert.

Ten other pupils at Bradford schools are presumed to have died in the blaze while six teachers and 15 children were absent on Monday because of injuries. A further seven teachers and 18 pupils were absent because of injured relatives. One member of the education authority staff was also injured.

"The tragedy has affected an enormous number of schools and pupils," a spokesman for the authority said on Wednesday. "A death or even an injury in, for instance, a first school where everybody knows everybody else, is a shock to all."

Soviet war role 'bias'

by Susannah Kirkman

The Soviet role in World War II is grossly misrepresented in school textbooks, according to research by a teachers' study group, issued in the wake of VE Day celebrations.

The teachers, say that the "enormous contribution" of the Soviet Union is completely overshadowed by accounts of British and American action. Although 20 million Russians were killed during the war, Soviet involvement is always portrayed as "marginal", the teachers insist. Soviet failures are highlighted and the Red Army is described as a "barbarian horde".

The teachers, who are all CND members, examined all the history textbooks in the London Institute of Education's library.

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Scathing report

HMI makes damning criticisms of an ILEA boarding school.

Baby boom

New figures show the rise in the numbers of four-year-olds in primary schools.

Dwindling resources

Biddy Passmore on next week's Green Paper on HE.

Platform

Giles Radice MP says Labour's charter provides a framework of radical rights.

Rule changes

Tighter regulations will govern the European Community's vast Social Fund.

Insider dealing

How some teachers play the system when it comes to educating their own children.

Books in class

Primary.

Arts/Books

Fay Weldon calls for the abolition of literature exams; John Eggleston reviews the *International Encyclopedia of Education*; Alan Ryan on the Fabian tradition and Peter Clarke on Labour politicians in the Thirties. Festivals: America in London and reviews and previews of other festivals round the country.

Resources/Video

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Media

TV Culture: Why do children prefer *The A-Team* (pictured) to *Blue Peter*? Maggie Heston and Brian Brown on children's leisure activities; review of a video on heroin; Robin Buss reviews *About Time*.

EXTRA

Reference Books: reviews of the latest dictionaries, encyclopaedias, atlases and guides. 41-48



Framework for radical rights

Labour's recently published *Charter for Pupils and Parents*, which sets out a framework for educational rights and puts forward recommendations for raising the level of achievement in our schools, was described in one issue of *The TES* (April 19) as promising radical change and also as being "unexceptionable". Which is right? I happen to believe that there is an element of truth in both descriptions.

I have never claimed that our proposals are entirely novel. It would be quite wrong if they were. One of the strengths of our decentralized educational system is that one is able to look at a variety of policies in action and learn from their experience. *The TES* leader writer, who detected the influence of Dr David Hargreaves, might also have spotted other intellectual progenitors as well.

I freely admit that we have drawn heavily on best practice from schools and local educational authorities all over the country. To make absolutely certain that our ideas are workable, we intend to discuss our charter with teachers, governors, parents, councillors and other community representatives.

I am also glad that there is now some common ground between our approach and that of Sir Keith Joseph. It is highly significant that the Government White Paper, *Better Schools*, barely mentions the grammar schools. The Conservatives, who came to power intending to reintroduce selection in many areas as possible, have had to bow to parental pressure and accept that from now on the national educational framework has to be comprehensive.

And the Government has had to admit that, contrary to what the Conservatives were claiming in Opposition, standards, if measured by exam results, have actually risen. A table in the White Paper shows that the proportion of school-leavers passing exams at all levels has increased substantially in recent years.

With a consensus on the structure of state secondary education firmly established and with the Conservatives forced to adopt a more honest position on "standards", the real debate is now centred around such issues as the curriculum, assessment, and the contribution of teachers.



Giles Radice (above) enlarges on aspects of policy set out in the Labour Party's 'charter'

What kind of curriculum is required to equip our children for life and raise the level of achievement of all our pupils? What form should assessment take if it is to motivate rather than deter pupils across the whole ability range? What reforms are needed to ensure a professionally trained, professionally rewarded and professionally committed teaching force capable of providing high quality education for all?

The agenda is neither Tory, nor Labour nor even Alliance: it is a national agenda of vital items on which parents, teachers and educationists alike are rightly demanding decisions.

Of course, we approach these questions from a quite different perspective to that of the Conservatives. From 'Tawney onwards, Labour has always taken a more generous, less narrowly "vocational" vision of education than the Tories. While we need to ensure that all pupils acquire a range of basic skills, our vision includes the creative and artistic as well as the personal and social. Hence the emphasis in our charter is on a broad and balanced curriculum.

We also view public exams not merely as a rationing mechanism for the job market but as a means - and only one among a number - of assessing and stimulating performance. We certainly support the introduction of the common 16-plus exam, though we strongly oppose the additional distinctions and merits of which Sir Keith is so fond.

However, we need to move the emphasis away from set-piece exams at a particular age towards a process of continuous assessment. We are therefore proposing that all school-leavers should be entitled to a profile of achievement which would include not only the results of public exams but also a record of progress made in courses throughout secondary schooling as well as the pupils' overall contribution to the life of the school. We intend to discuss these proposals with employers as well as with parents, teachers and further and higher education bodies.

We believe that, if we are to raise the level of achievement of all pupils, quality and equality must go hand in hand. That is why our charter puts such emphasis on providing equal learning opportunities for girls and boys, promoting policies to ensure racial equality, and giving positive encouragement and support to pupils from disadvantaged and deprived backgrounds.

The egalitarian nature of Labour's approach is underlined by the framework of radical rights within which our 'achievement' strategy is placed, as well as by our policy on private education.

Our charter pledges a right to pre-school education, a right to be taught in classes small enough to allow for individual attention, the right to have special needs met, the right to an adequate supply of books and equipment, a right for all 16-year-olds to choose high quality education and training for at least two years and to be paid grants, and the right of parents to be substantially represented on school governing bodies and to have a far greater involvement in their children's education.

And as a step towards our goal of phasing out fee-charging in private schools (whose powerful influence and generous resourcing is unfair, divisive and against the best interests of the nation), we intend to abolish the Assisted Places Scheme and end their



The Government has had to bow to parental pressure against selective education.

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charitable status. As well as the contrast in a long-term objectives, we are also extremely sceptical about this Government's and this Secretary of State's ability to "deliver".

There is no way in which standards in schools can be improved without the support of teachers. Yet the Government's handling of the teaching profession has been so insensitive and so sighted that it has apparently condemned our schools to an annual rite of disruption.

Labour proposes a new and more constructive relationship which will, of course, have to include a new deal on pay. I have argued time and time again that the Government ought to provide more money for an interim settlement this year. If Labour were in power, we would immediately set up an inquiry to establish a professional level of pay and ensure that teachers' pay did not fall behind in the future. However, a fresh "social contract" with teachers would have to include vital issues, including appraisal, training and supply.

We are also highly critical of the Government's starving of the educational system of resources. The Sir Keith's own advisers, have frequently warned the Secretary of State about the serious impact that shortage of provision has on learning opportunities. Yet, far from increasing expenditure, the Government is planning to cut back local authority education spending by 9 per cent in real terms over the next three years. The fact that, without extra resources, the Government White Paper is just "pie in the sky".

Unlike Sir Keith, I am not afraid to admit that raising standards costs money. We have conclusively demonstrated that, if the Government is to maintain 1984-85 levels of spending instead of cutting back, our schools would have been able to spend at least £200 million more on books, equipment and teachers. It really is a bit in point - a question of priorities. There is a general agreement that spending money on raising the level of educational achievement is a good investment, then the time has come when such expenditure to be given its priority.

Giles Radice MP is Labour's education spokesman.

More l.e.a.s are poised to back pay claim

by Mike Durham

Several "hung" local education authorities, including Cambridgeshire, Oxfordshire and East Sussex, were expected to declare support for the teachers' pay claim this week following the county council election results.

As *The TES* went to press, 35 l.e.a.s out of the 104 in England and Wales had signed a six-point agreement with the National Union of Teachers, while others had passed their own resolutions of support.

But despite the Alliance landslide and the creation of many more "hung" councils, the teachers may still fail to win the support of more than half of l.e.a.s - an important battle in the teaching unions' propaganda war.

It would take declarations by many more Labour-controlled authorities and a change of heart by some Conservative l.e.a.s to put the majority of l.e.a.s on the side of the teachers.

As the election results were declared, 32 local authorities - including Conservative Buckinghamshire - had agreed to support a six-point statement drawn up by the National Union of Teachers.

In several counties, motions of support for the teachers were tabled by Alliance leaders as soon as it became clear that they might hold the balance of power in a "hung" council. Resolutions of support were being discussed in Cambridgeshire, Somerset and East Sussex this week.

Avon, formerly Labour-controlled but now a "hung" county, and Labour

Knowsley and Derbyshire have since declared for the teachers, bringing the total to 35.

But even if every Labour, Liberal SDP or "hung" county council comes out in support of the teachers, there will still be fewer than half the 112 l.e.a.s in England and Wales.

The main opposition to the NUT declaration comes from Conservative urban authorities, but there are also a surprisingly high number of left-wing Labour l.e.a.s which have so far refused to show support.

The six-point declaration drawn up by the NUT exempts authorities from strike action for the time being if they agree to it.

Of the l.e.a.s which had agreed to the statement this week, almost all were Labour and most were members of the Labour-controlled Association of Metropolitan Authorities.

Buckinghamshire, a Tory-controlled shire county, is a maverick which is pursuing its own dispute with the Government over the level of its rate support grant.

The only other Conservative authority to agree, North Yorkshire, has been in internal dispute over the issue. But in any case it has become a "hung" county since the elections.

Among inner-city metropolitan authorities, 14 Labour-controlled l.e.a.s had still not declared support for the teachers by the start of this week, including some hard left councils such as Liverpool and Manchester.



Strong line-up: joining the NAS/UWT pickets outside the Burnham Committee meeting in London on Wednesday were Joe Boone, national president (third from right); Fred Smithies, general secretary (second from right); and Nigel de Gruy (far right).

Peace moves in pipeline

by Richard Garner and Sarah Bayliss

With the resumption of pay negotiations this week, there was no shortage of peace initiatives in the offing.

Mr David Madel, the Conservative MP for South-West Bedfordshire who chairs the Conservative backbench education committee, revealed he had written to the Industrial Society to ask if it would be prepared to carry out a review of the teachers' salary structure.

The Liberal Education Association issued a statement deploring the industrial action but acknowledging that reasoned argument had failed to convince the government or the local authorities of their pay plight.

It called for an immediate increase in the offer of 4 per cent to the teachers, coupled with the commencement of talks on a long-term solution - involving the establishment of a new salary structure.

Sir Keith Joseph, Education Secretary, told the local authorities when he met them last Thursday that the Gov-

ernment would not help fund an offer beyond the 4 per cent already on the table unless it was "affordable" and in the children's long-term interests. This is DES code for a deal on restructuring teachers' pay - including assessment and a tighter contract.

His stance - which was coupled with an assurance that he could offer no help to l.e.a.s with the financial penalties they would undoubtedly accrue under the Government's rate-capping legislation - may lead to him facing a hostile reception when he goes to Scarborough later this month to address the annual conference of the National Association of Head Teachers.

Mr David Hart, general secretary of the NAHT, said the union may change its stance and become more sympathetic towards teachers.

The NAHT has not supported the teachers' pay claim for a rise of at least £1,200 for every teacher - but says Sir Keith's stand makes their goal of an

increase in line with average earnings unattainable.

Faced with the apparent block on extra funding for a pay offer, the NUT went on strike in 739 schools in 43 l.e.a.s in England and Wales this week.

The NAS/UWT announced it would be extending its selective strike action to six new l.e.a.s next week - Bedfordshire, Birmingham, Calderdale, East Sussex, Kirklees and Staffordshire.

Meanwhile, MPs from all parties who are members of the Commons Select Committee on Education have rejected a request from Mr Doug MacAvoy, deputy general secretary of the NUT, to hold an informal meeting to hear the union's case on the pay dispute.

Only one member of the committee, Mr Jim Callaghan, Labour MP for Heywood and Middleton and an NUT member himself, was in favour of having a private session to discuss the dispute as requested by Mr MacAvoy.

Discord sets seal on Tory's return

Disagreement between Labour and SDP councillors in Hampshire ensured the return of Mr Philip Meridale, the Burnham management panel chairman, to the Association of County Councils education committee on Monday, Mike Durham writes.

Mr Meridale came fourth out of five members nominated to the ACC, with a total of 50 votes. The "hung" county will send three Conservatives, one Labour councillor and a Liberal. He was also re-elected Hampshire education chairman on Tuesday.

Earlier Labour and SDP members had failed to agree on nominations for control of the council. Mrs Sue Bartlett, Labour group leader, said: "One of our aims was to get Mr Meridale off the ACC. But when it came to the crunch some of our members felt they could not go along with the SDP."

Seven Labour members abstained leaving the field clear. Mr Meridale, who had been privately pessimistic about his chances of re-election, remained low-key about his success. He said: "I am just one of three people selected from my party to be a representative."

● Mrs Nicky Harrison, Labour group leader on the Burnham management panel, seems certain to retain the position this year, despite her decision to step down as education chairman in Harrogate. Earlier this month Mrs Harrison was successfully challenged by left-wingers in Harrogate, apparently because of her support for setting a legal rate in the borough.

● Accusations that the Government was inflicting serious damage on Welsh education were denied last week at the Welsh Secondary Schools' Association annual conference by Mr John Stradling Thomas, Minister of State, Welsh Office.

Speaking in Llanwrtyd Wells, Mr Thomas said expenditure on schools fell by less than 0.5 per cent in the period 1979-84. Yet pupil rolls fell by over 10.5 per cent and teachers by about 6 per cent. "These figures do not in my mind indicate savage cuts in provision or justify the more hysterical outbursts I have read about membership of the system."

Mr Lyn Clement, secretary of the WSSA, said afterwards that the association would be seeking a meeting with the Minister to discuss the figures quoted.

Aiming to axe Burnham

A long-term strategy aimed at abolishing the Burnham committee and replacing it with a freer collective bargaining system has been outlined by this year's president of the second largest teachers' union.

Under the plan, teachers' leaders and the management panel simultaneously would vote to abolish the present set-up - established by Act of Parliament in 1965 - if, as expected, the review of membership of the teachers' side being carried out by Sir Keith Joseph, Education Secretary, results in the National Union of Teachers losing its overall majority.

Mr Joe Boone, president of the National Association of Schoolmasters/Union of Women Teachers, believes this is the only way of ensuring Sir Keith's move in reviewing the teacher panel membership does not

lead to the longer term review of the entire system being placed on ice.

The employers and the smaller teachers' unions are anxious to scrap the present system. The three other main bones of contention are: (i) The Department of Education and Science's power to veto any pay offer tabled by the management, (ii) the rigid definition of the Burnham committee as a body set up to discuss pay - and not conditions, and (iii) the one-voice procedure whereby only one person can speak for either side in the main committee.

While acknowledging that agreement by both sides to abolish the present system would carry no weight without legislation, Mr Boone said such a move would put pressure on the government to repeal the 1965 Act.

Police reject AMMA ad

The traditionally moderate (and eminently respectable) Assistant Masters' and Mistresses' Association has been high on the police's wanted list this week, Richard Garner writes.

Following a national advertising campaign which compared the salaries of teachers to the higher rewards enjoyed by the police force its headquarters has been besieged with angry telephone calls, many from policemen and their wives.

Mr Peter Smith, deputy general secretary of the 100,000 strong union, said: "Never again will I do a comparison between teachers' pay and police pay. There is no doubt that it does not get public sympathy and positively alienates people."

"We have been inundated with calls and most of them seemed to have missed the point - we were comparing the pay of an 18½-year-old novice policeman with the pay of a 30-year-old teacher who had been in the profession for some time."

"It wasn't a comparison of job for job - but of age for age. The number of people who wrote in to the advert saying 'terrible, keep up the good work' was very, very few."

● Opposition parties remained confident this week that the Conservatives would lose their grip of the Association of County Councils following the local election results.

About one-third of the counties have now met to decide on their delegations to the ACC's 180-strong executive committee, which meets on June 18.

Several which sent left-Conservative

delegations before the elections, including Cambridgeshire and Oxfordshire, have now chosen combined Labour and Alliance nominees and excluded the Conservatives.

Mr Philip Meridale, who was re-elected this week to the ACC education committee and as Hampshire's education chairman, could still be toppled as overall ACC education chairman if there are enough votes against him in July.

Tories' grip 'will weaken'

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Equality vote defeat

Leaders of the National Union of Teachers have voted to deny membership of its influential equal opportunities committee to a woman member of the executive.

Ms Lilian Wylie, a primary school teacher from Hounslow, was the only one out of the eight women on the 43-strong executive not to be serving on it when Mrs Margaret Ruff, who chaired the committee, resigned to take up a post with the Manpower Services Commission.

Ms Wylie, a member of the Socialist Teachers' Alliance, a prominent left-wing group within the union, put her name forward to fill the vacancy, but was defeated by Mr John Bromley, an executive member from Manchester, supported by members of the Broad Alliance, the centre Left group which has a majority on the executive.

Colleagues of Ms Wylie say she was "victimized" by the majority of the

executive for her membership of the STA. Local branches of the union are expected to protest at the vote.

However, Ms Wylie, while saying she was extremely disappointed by the outcome, would not say whether she thought her membership of the STA had been the decisive factor. "As with most things at this level in a union - I think there were probably several factors involved," she said.

Meanwhile, the race to become a future president of the NUT is heating up. The final list of candidates for the union's forthcoming vice-presidential elections will be known by early September. The first two candidates in the poll will become presidents in 1987 and 1988 respectively.

A leading contender is Mr Malcolm Horne, who has the support of the Broad Alliance and comes from Willlesden High School in Brent.



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NEWS

Heads who do not teach 'forfeit all credibility'

by Bert Lodge

Mr John Garnett, director of the Industrial Society and recently independent investigator into alleged ballot rigging in the Transport and General Workers' Union elections, told an audience of heads last weekend that if they left themselves off the timetable they forfeited all credibility.

"I can't believe in a head who doesn't teach," he said in Aberystwyth at the annual conference of the National Association of Head Teachers in Wales. "It is about keeping your hand in. It's the only way you can know what's happening at the bottom."

Mr Garnett said Britain led the world in giving to each according to his need. But how to get from each according to his ability was industry's great problem.

The role of the head in management was crucial. "You people are far more important than Keith Joseph or Mrs Thatcher - because it is you who are in charge of the plant."

Communication was vital and the most effective form was regular briefing of the management team. The head should meet his team face to face at least once a month. Targets should be set, but only after full consultation.

At the same time, consultation did not mean consensus. In the end, responsibility for what was to be done

resided with the head. Earlier the conference was warned by Mr Dick Owen, head of Acton Park Junior School, Wrexham, in his presidential address, to be aware of growing interest in education.

"One result is that our professional expertise is being questioned. But I am doubtful that the new interest springs from a genuine concern for education. I think it comes more likely from an awareness of the potential power of education and the factions showing this interest are well aware of this."

Control education and you control the future, is what they are saying. These different factions were simply power-seekers. They included politicians, industrialists, trade unionists and religious bodies. "They see education as a means of achieving their desired ends. It is this which has brought such a burden upon us heads."

The 1944 Education Act gave the minister power to control educational programmes on a national basis and to determine priorities. "This has always been used with great moderation. But it is now deemed necessary for the Secretary of State to regulate the employment of teachers. Any dissent and the statutory regulations will be brought in."

Speaking in Llanwrtyd Wells, Mr Thomas said expenditure on schools fell by less than 0.5 per cent in the period 1979-84. Yet pupil rolls fell by over 10.5 per cent and teachers by about 6 per cent. "These figures do not in my mind indicate savage cuts in provision or justify the more hysterical outbursts I have read about membership of the system."

Mr Lyn Clement, secretary of the WSSA, said afterwards that the association would be seeking a meeting with the Minister to discuss the figures quoted.

The profession was being blamed for much, including football hooliganism. Certain leading figures needed to be reminded that this phenomenon had been with us now for at least two decades. "Why blame schools for the mess society is in? We are also blamed for drug addiction, soft and hard pornography for authority and pornography and bizarre sex. What are you up to in the infants?" he asked the audience.

● Accusations that the Government was inflicting serious damage on Welsh education were denied last week at the Welsh Secondary Schools' Association annual conference by Mr John Stradling Thomas, Minister of State, Welsh Office.

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Several which sent left-Conservative



Sub-stantial aid... Royal Navy experts have been giving a helping hand to three Eton College boys who are constructing Britain's first school-built submarine. The trio behind the underwater project are, from the left, Charles Lunt, Adam Hely, and Tim King. Eton's one-man sub will be 10 feet long and should be ready by next May. BP has donated £1,000 towards the cost of the craft which is being built as part of an A level design course.

50,000 meals jobs shed in six years

by Richard Garner

Fifty thousand jobs in the school meals service have been lost in the past six years, according to a report to be placed before a union conference next week.

Delegates to the National Union of Public Employees annual conference in Scarborough will be told the most damage has been most acute in the three counties which have up until now been Conservative-controlled.

The report adds that—in addition to the loss of jobs—school meals staff have also had their wages cut and conditions worsened in many areas of the country.

"Conservative controlled councils in Kent, Hertfordshire, East Sussex and Lincolnshire have pressed ahead with moves to scrap retainer fees (for the holidays), reduce holiday entitlement and make school meals staff pay for their midday break," the union's annual report adds.

The report says that school meals staff are also threatened by privatization although it adds: "Only two councils, Merton and Ealing, are using private firms and the experience in Merton has been that standards have declined."

"A number of authorities such as Kent have looked at the possibility of privatization and rejected it. The government is now proposing legislation to force councils to invite contractors to bid for school meals work."

The report adds that the union is also concerned that cutbacks in the service could have "serious consequences for the health of future generations of schoolchildren."

And there could be "enormous pressures" from parents, which could force schools to enter children for courses beyond them, and to introduce "fast" streams for pupils aiming for

Hostility mounts to 16-plus certificates

by Susannah Kirkman

Hostility towards the Government's proposed Distinction and Merit certificates is mounting with the latest attacks coming from the Government's advisers on the curriculum and a regional exam board.

So far, only the independent schools and a right-wing pressure group, the National Council for Educational Standards, have been in favour of the certificates to pupils who achieve good grades in seven GCSE subjects.

The School Curriculum Development Council and the Yorkshire and Humberside Regional Examinations Board have condemned the certificates as "divisive." Only a tiny percentage of candidates would qualify for the awards, which would contradict the purpose of introducing a joint exam at 16-plus, they say.

Schools simply do not have the resources to offer more able pupils the craft and aesthetic subjects stipulated in the proposals, the SCDC and YHREB agree. The YHREB says that examining groups might have to raise their fees to cope with the extra administrative costs.

And there could be "enormous pressures" from parents, which could force schools to enter children for courses beyond them, and to introduce "fast" streams for pupils aiming for

Distinction and Merit certificates.

The SCDC and the YHREB have both criticized the traditional nature of the subjects stipulated for the new awards. The curriculum experts would prefer to see emphasis on the "areas of experience" defined by HM Inspectorate in its Curriculum 11 to 16 paper in 1977.

As for the certificates' aim to broaden the curriculum for the most able, the SCDC and YHREB believe they will achieve the opposite. It would be difficult to gain a Distinction certificate with only one science, and would be difficult to accommodate pupils' wishes to offer three languages or three sciences. Areas like physical and religious education could also suffer at the expense of exam subjects.

Although the NCES approves of the new certificates in principle, it fears that classical subjects are endangered. Pupils wishing to take Greek and Latin would have to take at least eight subjects to qualify for a Distinction.

The NCES thinks that the subject widened so that able pupils will not have their options narrowed. At present, pupils would have to choose from CDT, home economics, art and design and music if they were to win a certificate.

New claims over Rae 'article'

by Hilary Wilec

A flurry of accusations, rebuttals and explanations continued this week in the wake of a highly critical article about an Oxford comprehensive, purportedly written by Dr John Rae, the head of Westminster School.

The article, which appeared in *The Mail on Sunday*, upset staff and parents of Oxford County Boys School, and angered Dr Rae, who denied writing the piece (*TES*, May 10).

Dr Rae said this week that he had been under the impression that the reporter who visited the school with him was to write the article. Following the visit, he supplied, on request, a short article on his personal impressions of the school and answered general questions put to him by the newspaper's features editor.

"I was astonished to see that the article had been published over my name. What is more, it was a curious hotchpotch of my comments on the school... Above all the emphasis in the article was on the failings of Oxford School in precisely the way that I had been assured it would not be," he wrote in *The Sunday Times*.

But Dr Rae said he did not agree with the belief of Oxford School's head, Mr Richard Proctor, that the newspaper had set out to knock comprehensives.

He believed instead "a less sinister explanation" that the dramatic idea of bringing together two extremes of education had failed because he had been steering towards a successful, "safe" compromise.

"The fact that a headmaster who teaches don't sons at Westminster should spend the day teaching don't sons at Oxford is as interesting as a small earthquake in a life."

Mr Proctor said he welcomed the fact Dr Rae had made clear how much of the article was authentic, but he remained surprised at one of his criticisms—that teaching at the school seemed uninspired, since Dr Rae had seen no classes in action.

He also rejected the suggestion that his school did not reflect the full ability range.

The editor of *The Mail on Sunday*, Mr Stewart Stevenson, also wanted to clarify, denying, in his own paper, that the paper had done anything more than edit Dr Rae's writings.

"Everyone is entitled to have second thoughts and to ensure they are loved and appreciated by everyone. But it is naughty of Dr Rae to blame *The Mail on Sunday* for the embarrassment he has caused himself."

Mr Stevenson suggested Dr Rae should pay "the £500 we paid him into the Oxford School fund, and that Dr Rae had refused to allow Mr Proctor a return day's visit to Westminster."

But Mr Proctor told *The TES* this week that that was unfounded. The idea had been put to him by the newspaper, who had asked for his help in persuading a reluctant Dr Rae to allow him to write on the public school. "I told them I had no intention whatsoever of writing for their paper."

Multicultural approach condemned

by Diane...

Multiculturalism is on a grand scale. Monday's edition of the *Mail on Sunday* published this week.

The paper says the Swann Committee's report on multiculturalism is a "grand scale" initiative to bring together the best of all worlds.

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Susannah Kirkman reports on experts' warning that impaired hearing is widespread

Deafness group tells teachers: sit up and listen

Teachers of young children should expect most of their pupils to suffer minor deafness at some time, and be alert to the learning and behaviour problems that impaired hearing can lead to, according to a new warning from experts.

Miss Jackie Blount, deputy principal educational audiologist with the Inner London Education Authority and press officer for the British Association for Teachers of the Deaf, said: "Infant teachers should assume that most children in their classes are going to suffer from impaired hearing at some stage."

The association is so anxious about the difficulties that hearing-impaired children can meet in mainstream schools that it is issuing a new booklet to help teachers.

The Hearing Impaired Child in Your Class which is jointly published with the Royal National Institute for the Deaf, offers practical advice on everything from checking hearing aids to coping with behaviour problems of children with hearing loss.

This advice is urgently needed because of the ignorance of many teachers, according to Dr Bethan Davies, consultant in audiological medicine at the Charing Cross and Paddington Green Children's Hospital.

"Teachers mostly dispute deafness in their pupils. 'He can hear when he wants to' is a standard comment."

Research shows that 20 per cent of five-year-olds have hearing difficulties caused by the build-up of fluid in the middle ear after heavy colds or ear infections. Children who have just started school are particularly vulnerable because they have not been so frequently exposed to infections before.

Most children recover fairly quickly, but if infections recur, a child's development could be permanently impaired, believes Dr Denzil Brooks, an audiological scientist at Manchester University. Even mild hearing loss can affect a pupil's speech, vocabulary, reading and behaviour.

Dr Brooks thinks teachers should be on the lookout for warning signs such as slow response or poor concentration. "Often teachers brand hearing-impaired children as lazy or naughty," he said.

The fluctuating condition of children with fluid in their ears may also confuse teachers. Sometimes a child will be able to hear perfectly, but after a cold, there will be considerable deterioration, producing corresponding changes of attitude in the teacher which are baffling for the child.

Children who can only half hear things may become frustrated and disruptive. Although some teachers may ask for help at this point, others feel guilty and try to cover up, said Dr Davies. "It is also easy to overlook children who try to hide their deafness by nodding agreement with something they have not understood."

"Switching-off" can be another feature of children with poor hearing who have to concentrate very hard to compensate for their impairment and can get tired rather easily.

Dr Davies thinks poor teacher training is to blame for teachers' lack of knowledge about deafness. She believes the effects of sensory impairment should be on the education syllabus, rather than the detection of scabies and lice.

But, as the BATOD booklet points out, there are many ways teachers can help hearing-impaired children in their classes. If a teacher suspects a pupil has impaired hearing, it should be reported immediately to the school doctor. Once hearing loss has been diagnosed, teachers can offer support by being aware of the difficulties the pupil faces and responding sympathetically to them.

It is always essential to check that a deaf child understands instructions and the content of the lesson. It is also useful to summarize what other pupils say during a lesson, as is a hearing-impaired child may often miss class discussion.

impaired child may often miss class discussion.

Close liaison with peripatetic teachers of the deaf or with the school's unit for the hearing-impaired is important too.

The problems of all deaf children, particularly those in mainstream classes, are compounded by the shortage of radio deaf aids, which link the teacher's voice to the child wherever the teacher is standing. An unpublished report to the DHSS stated that only 25 per cent of hearing-impaired children had radio aids. Yet the DHSS says that it is the responsibility of L.E.A.s to provide the aids, which are more expensive than conventional hearing aids. Although many L.E.A.s are sympathetic to the need, most cannot afford to do anything about it.

"The radio aids would be more significant than anything else in integrating deaf children into mainstream schools," Mr Harry Cayton, Director of the National Deaf Children's Society, said. The NDCS has just launched an appeal for funds to set up a loan service for equipment and to provide more information on new hearing technology for parents, teachers and other professionals.

The Hearing Impaired Child in Your Class, price approximately 50p, will be available from July from: Mr R S Eldridge, The Secretary, BATOD, Royal Schools for the Deaf (Manchester), Stanley Road, Cheadle Hume, Cheshire SK8 6RF.



On the scent: Manoj Mackley from Beauchamp College (Unit), Oudby, Leicester, in a scene from "The Smell", a sketch about chemical elements, performed last week in London at the National Deaf Children's Society Festival of Mime.

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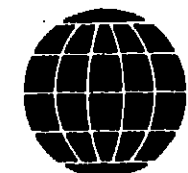


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Updating centres launched

by Biddy Passmore

New moves to help further education lecturers bring their skills up to date and sell their courses to industry were announced by the Government this week.

At least 25 "updating centres" are expected to be designated in England and Wales over the next few months, to which lecturers will be able to go for short courses in the latest technology and business practice. The centres will be joint ventures featuring colleges, polytechnic department and a local firm.

Announcing the scheme at the start of Local Enterprise Week on Tuesday, Minister, said lecturers would then be able to return to their own institutions and start up new courses for business.

A "second" scheme centres on a special training pack "Marketing

PICKUP" to help lecturers sell their courses to employers. There will be two versions of the pack, one geared to polytechnics and colleges, the other to universities.

Both schemes are being funded as part of the DES's PICKUP (Professional, Industrial and Commercial Updating Programme). This year PICKUP is providing £3m to help the "updating centres" design suitable courses and £1.3m is being set aside under the Government's in-service training grants scheme to cover staff costs.

Mr Brooke also announced that the DES is looking into the possibility of setting up a national brokerage scheme for industrial secondments involving further education lecturers.

This was the first Local Enterprise Week to focus on education and training, and Mr Brooke was appar-

tly busy. On Wednesday he chaired the North East Local Enterprise Week at Wakefield, which brings together a number of employers, and on Thursday he launched the "High Street Training Day" in Sheffield. It is a day-long agency, funded jointly by the agency and the Manpower Services Commission, to provide full information on the education and training in the Sheffield area.

Mr Chris Senior has been appointed by the Further Education Unit as national co-ordinator for regional PICKUP agents. Mr Senior, aged 44, was associate director of insurance broking, London, before Dr Will Bridge

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مكتبة من الأصل

The Government's long-awaited Green Paper on higher education is finally expected to emerge next week. Biddy Passmore looks at what it will – and won't – contain and reports on the parallel inquiry into student support, as well as the state of thinking on grants and loans among the Opposition parties.



Sir Peter Swinerton-Dyer

Reform on covenants announced

Government changes which will make it easier for parents to make out covenants to support their student children – and easier for their children to claim the money – were announced by the Government last week.

The changes will be of help to a substantial number of students. A 1983 survey by the National Union of Students found that 87 per cent of students depended on a parental contribution to their grant and, of those, nearly half received money through a legal covenant.

The simplified procedures, to be introduced by the Inland Revenue for the next academic year, will include forms making it easier for parents to make out valid deeds and a new repayment claim form tailored to the needs of students.

As more and more parents opt for covenants and their associated tax advantages, the proportion of students receiving less than the assessed contribution from their parents has fallen: from nearly three-quarters to less than half, the NUS says.

Still looking

Cambridge University's Careers Service Syndicate, which replaced the old appointments board, has reported that the proportion of Cambridge graduates still looking for a job at Christmas rose slightly last year.

RECIPROCAL/HOSPITALITY STUDY VISITS WITH SPAIN AND GERMANY

The Central Bureau seeks offers from schools/teachers (not necessarily with Spanish in the curriculum) to host teachers from Spain visiting UK three weeks 24 June–12 July. These visits provide opportunities for contact with Spanish culture and could lead to return visits by UK teachers.

Host similarly required for teachers from FRG over three weeks 30 Sept–18 Oct.

Visiting teachers will pay £40 a week. Bursaries are available for British teachers making return visits.

Contact Miss Sarjeant/Miss Knight, Central Bureau for Educational Visits and Exchanges, Seymour House, London W1H 0PE. Tel 01-494-8401 (1100).

Wide-ranging but satisfying few

Next week's Green Paper on higher education into the 1990s will range in length over the whole field, from free speech to overseas students.

But it will be a serious disappointment to those expecting structural change and to the persistent optimists who still hope to see a Government change of heart over student numbers. And it will contain no new information on the central issue of funding levels, where the Government is tied by its three-year planning horizon – and the timing of the next General Election would give any figures limited value anyway.

While financial details will be absent, the general drift will be clear enough. As January's White Paper implied, the higher education system will be expected to cope with roughly constant numbers up to the end of the decade, with ever-dwindling resources. Efficiency and selectivity will be the key words. The Green Paper will state

once again the Government's firm view that it would be better to be decisive and selective than to allow institutions to wither by attrition. The spectre of closures will be raised once again.

As for efficiency, ministers are said to have been pleased with Sir Alex Jarratt's report on the running of universities. Now Sir Keith Joseph, the Education Secretary, has asked the National Advisory Body to draw up a code of good practice for public sector institutions, as they struggle to accommodate more teacher training students without extra funds.

On the general question of access, the Green Paper is expected to endorse the rewording of the Robbins Principle proposed by both the universities and the public sector in their submissions last year: that higher education courses should be available to all those wanting to take them and "able to benefit" – rather than "qualified to do so".

But it is expected to accompany that change with some stern words on the importance of maintaining standards, with special reference to entrants without traditional qualifications. Ministers are adamant that the drive to expand the number of mature students must not mean admitting students who cannot cope with the academic demands of a course.

The numbers it foresees in the system are not expected to be very different from the revised figures published in January.

These saw the student population staying at about its present level of 568,000 for the rest of the decade, but dipping below 500,000 in the 1990s and then rising by about 4,000 a year up to the end of the century.

The Green Paper will not say how these student totals should be shared between the universities and the public sector. That is a matter for the University Grants Committee and National Advisory Body to sort out between

themselves, although it is understood that ministers would step in if it failed to do so.

Meanwhile, without waiting for a Green Paper, Sir Peter Swinerton-Dyer, chairman of the University Grants Committee, has announced details of far-reaching changes in university funding. In letters to vice-chancellors last week, he sets out the framework for the allocation of their Government grant for a four-year period starting in 1985-86.

This involves separating teaching and research costs, with an increasing selective distribution of the research component of the grant. Universities have been asked to submit plans giving answers to detailed questions on the research priorities, student numbers and subject balance, no later than November 30. The action the committee takes in light of their replies will have far more impact on individual universities than anything in next week's Green Paper.

Sir Keith's loans dilemma

When Sir Keith Joseph, the Education Secretary, emerged from last December's student grants débâcle clutching a promise to have another look at loans, some thought he had pulled off a coup. Yet Sir Keith, they said – far from being routed, he had got what he wanted.

In fact, it is far from clear what he wants. As with vouchers, the Education Secretary may be "ideologically attracted" to loans but he agonises over the practical difficulties of a Government scheme.

He told a students' meeting after the last election: "I, for one, don't want to embark on a very complex and costly scheme of government credit unless it becomes completely necessary for increasing access to higher education".

Sir Keith's ambivalence on the subject, and that of Mr Peter Brooke, his higher education minister, is said to be one of the main reasons for the delay in publishing the Government's consultative paper on student support (not now expected until mid-July).

Officials can produce the schemes – after all, they have had enough practice – but it remains undecided which should appear on the list of options and which, if any, should have the Government seal of approval.

When the paper does appear, these are some of the loans options which might be included:

□ A straight switch from grants to loans, as happened in West Germany; administratively simple but fraught with political difficulty;

□ A half-and-half scheme, like the one developed by the DES before the last election, replacing half the current maintenance grant with a flat-rate loan.

□ A three-tier system, designed to attract students into areas considered to be of national importance. Under

this scheme, an undergraduate in electronic engineering might qualify for both a state bursary and a loan, on top of any sponsorship, while a civil engineer might have to rely on an industrial sponsorship to supplement his loan and a student of Greek would have to rub along on just a loan.

□ Mandatory grants for the first two years of a degree course and loans for the third year.

Whichever scheme or schemes finally win ministerial approval, the Government will have to make some concrete proposals for administering loans. The 1983 plans, developed by the former higher education minister, William Waldegrave, left open the choice between the DES, a quango or the Inland Revenue.

Sir Keith, characteristically, would prefer to use the clearing banks, but they have already made it clear they are not interested in a scheme where they cannot choose their clients. It is hard to see how they could be tempted to change their mind.

Whichever mechanism is used, the loans would have to be guaranteed by the Government. That, the Treasury insists, would count as public spending at the time the loans are made so that education ministers could not present the introduction of loans as a short-term saving.

In fact, the Treasury is said to accept that most of the loan options under initial discussion would cost extra money initially, because of the "sweeteners" needed to make them politically acceptable: low interest rates and exemption from repayment for low earners and women graduates who marry young and stop earning to have children.

The Waldegrave scheme involved the added attraction of extending the grant/loan mix to all students in higher

education who now have to depend on discretionary grants. These include students on para-medical courses such as osteopathy and postgraduate law students.

A further question to be settled is whether the parental means test should survive under a system of total or partial loans.

Although public interest will focus on loans, the consultative paper is also likely to list more modest changes to the present system.

Although public interest will focus on loans, the consultative paper is also likely to list more modest changes to the present system.

These might include a return to the idea which sparked off the whole review in the first place: making parents contribute towards tuition fees. It is quite possible that this would provoke less of a fuss the second time around especially if the Government could demonstrate that the resulting savings would be ploughed back into student support – increasing the maximum rates of grant, for instance, or giving more help to part-time students.

Mr Mark Carlisle, the former Education Secretary, was forced by the Treasury to shelve his loans plans in 1981 because of the initial cost. Sir Keith and William Waldegrave tried again in 1983 and were forced to keep loans out of the manifesto by fierce back-bench pressure.

Whether Sir Keith will be able this time to produce reforms acceptable to a jittery Conservative Party and public remains to be seen. Two things are certain: none of the options in the paper will please the National Union of Students, who want all full-time students over 16 to receive a weekly allowance of at least £30, and none will add much, if anything, to the current £700m grants budget.

Liberals' deal for over-16s

While the Government has been rehearsing the options on help support, the Liberal Party has completed its own inquiry, chaired by Clement Freud, MP, its education spokesman.

The Liberals' proposals, set out in recent discussion document, are squarely at giving everyone over 16 the right to study regardless of means – at a cost of some £700m.

The document says all full-time students over 16 should receive a weekly allowance equal to the Youth Training Scheme's £26.25 a week, for the 4 weeks of term.

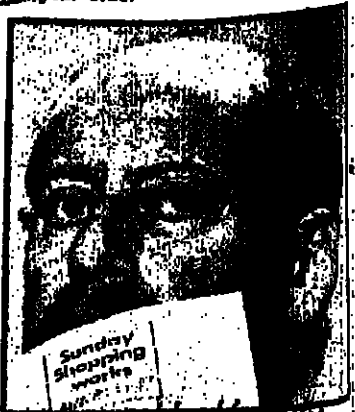
Students over 18 in higher education would get the same basic allowance during term-time, topped up by payments for housing and travel averaging a further £30 a week.

Tuition fees would not be levied on students or parents. Parental contributions to grants and the distinction between mandatory and discretionary awards would also disappear under the plan.

The gross cost of the proposals is estimated at an extra £735 million a year for some 700,000 16 to 18-year-olds, and £870 million a year for 480,000 higher education students. But, after deducting the existing cost of student support, the party puts the next annual cost at an increase of £280 million for 16 to 18-year-olds and £240 million for those over 18.

The plans bear a striking resemblance to those put forward by the SDP's education and training committee last election, although the SDP's high allowance was based on supplementing benefit levels rather than the more generous YTS rate.

Mrs Anne Sofer, who chairs the SDP's education and training committee, said that she wholly endorsed the document's analysis and objectives and would be interested to see more detail work on costing, especially for 16 to 18-year-olds.



Labour re-thinks grants policy

The Labour Party, too, is currently refining its policy on student grants. Its 1983 Manifesto made a specific pledge to provide 16 to 18-year-olds with a £25 a week allowance (lower than its proposed rate for YTS) but, for those over 18, it simply said: "We reject the Tory proposals for student loans; and we will ensure students are given adequate financial support".

Now an unofficial committee chaired by Lord Glenamara (the former Education Secretary Ted Short), has been asked by party spokesmen to advise them on how to flesh out those words.

Although the group will consider the financial problems of 16 to 18-year-olds, its main emphasis will be on those in higher education. Its report, expected by the end of June, will help party spokesmen formulate a response

to the Government's review.

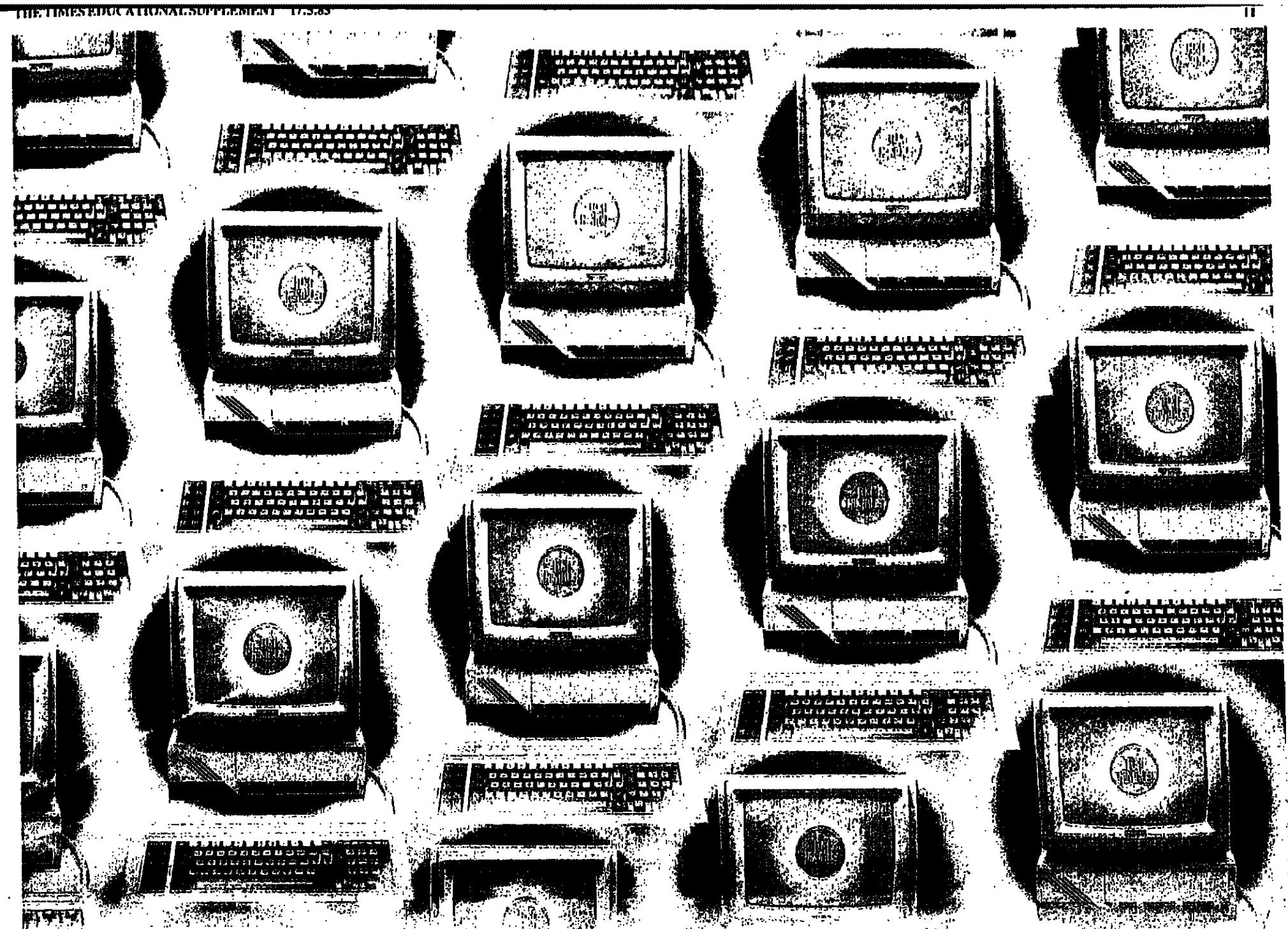
Members include a former higher education minister – Mr Gerry Fowler, now director of the North East London Polytechnic – as well as representatives of the National Union of Students and the Association of University Teachers. Ms Janet Rees, formerly of NATFHE and now vice-principal of South West London College, and Mrs Lisanne Radice of Brunel University (and wife of Giles the party's chief education spokesman).

The group is looking at all major aspects of the present grants system – the parental contribution, main levels of award, distinction between mandatory and discretionary awards, tuition fees and help for part-time and mature students – with a sharp eye to cost. Labour is only too aware of the need to convince voters that its plans are

affordable. One vexed question is whether the group should advise phased abolition of the parental means test – as the NUS would like – or immediate abolition, with the loss clawed back through parents' income tax.

The second option would mean that all students would get the full grant but would, the NUS argues, keep students dependent on their parents. But abolishing the parental contribution is expensive: £250 million in England and Wales in the current academic year, according to the latest Government estimate.

As for loans, the group will certainly consider – and restate – the arguments for and against. But it is thought most unlikely to advocate weakening the outright rejection in the 1983 Manifesto.



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RESEARCH MACHINES
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MATHS DAYS ARE NUMBERED



Sir Keith... sums get the boot

OLD-STYLE arithmetic should be kicked out of Britain's schools, education chiefs said yesterday.

Long division, logarithms and complicated sums have been made obsolete by the electronic revolution.

A report by Sir Keith Joseph's Education Department says calculators and micro-computers are here to stay.

It adds: "Some standard written methods of calculation, which few pupils understand, should no longer be generally taught."

However, schoolchildren will still need a "fundamental grounding in maths."

The National Association of Schoolmasters and Union of Women Teachers welcomed the report, saying traditional maths "wasted time."

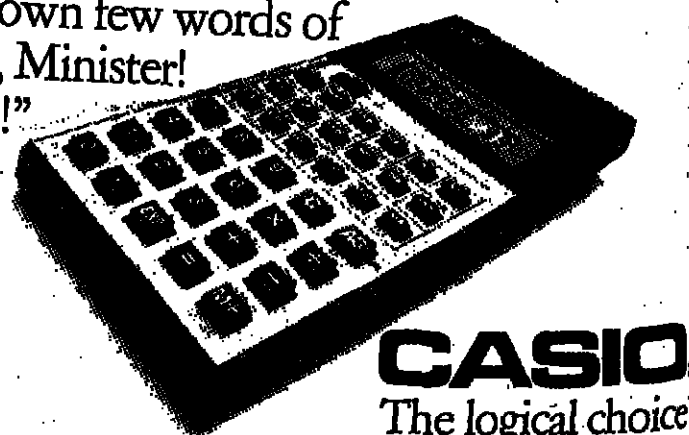
The Sun, Thursday, April 25, 1985

Yes, Minister!

We've always believed it ourselves, and now it's official - calculators are essential for school mathematics.

That's the recommendation endorsed by Sir Keith Joseph, Secretary of State for Education and Science.

As the makers of Britain's No.1 range of scientific and pocket calculators, we can only add our own few words of support: "Yes, Minister! Definitely yes!"



CASIO
The logical choice

A European group for parents is ready for action. Patricia Rowan reports

Building pressure for parents' voice

Parent and community organizations in England and Wales are planning to meet soon to decide who should represent them in Europe. They may also need to discuss how far they want teachers to involve themselves in parent group politics.

Decisions are necessary after the formal setting up of a European Parents' Association at a Milan conference last month, when parent power was given a firm nudge forward by a European Commission grown increasingly anxious to make the European Community more real for ordinary people, at home and school levels which the Common Market ethos cannot reach.

The EPA, tentatively launched two years ago with pump-priming money from the EC at a Luxembourg conference on home-school relations, was this time officially established with written constitution and aims at a conference called "Parent and school: a necessary alliance", held at Milan state university and attended by 140 representatives of 10 countries, members of the EC or the Council of Europe.

The first steps will be to set up an information exchange and a permanent Brussels-based secretariat. Its policy priority will be to promote equality of educational opportunities for handicapped children and for other disadvantaged groups such as children of migrant workers. It will also push for greater sex equality.

At the 1983 Luxembourg conference, the representative from the National Confederation of Parent-Teacher Associations had decided to stay out of the EPA, alarmed to find that most European parent groups wanted to keep themselves separate from teachers, while the PTAs were built on collaboration with them. The Scottish Parent Teacher Council had no such inhibitions and its representative, George Jackson, went straight on to the steering committee as the UK voice.

This time round the NCPTA team - general secretary Jack Jones, with his deputy James Hammond and Sheila Naybour speaking for the Welsh branch - were keen on joining. In the light of what they heard, provided they could get over the teacher hurdle and win a voice on the administrative council which would succeed the steering group.

But they were up against a familiar Euro argument. Having failed to come in at the beginning, England was going to find it more difficult to make a late entry. If it was argued that the UK could not be represented only by a Scot, then the West Germans might demand 12 members, one for each Länder.

In the end, a compromise was agreed by which the big countries - France, West Germany, the UK, Italy and Spain - will get two members each, with one each for Denmark, Holland, Belgium, Luxembourg, Greece, Portugal and Ireland. The next step will be for parent groups in each country to find ways of choosing the names to put forward.

The Campaign for the Advancement of State Education, the Community Education Development Centre and the Pre-school Playgroups Association were among the other UK groups present at the EPA conference, and will have to be consulted along with Northern Ireland parents' groups, although they are all in any case free to join the EPA, provided they go along with the aims: to represent parents' associations to international authorities and, in particular, to the European Commission, Council and Parliament; to collect and share information; to elaborate educational policies; to stimulate relevant research; to promote parents' and teachers' training for a better family-school dialogue.

A keynote speech from Dr Alastair Macbeth of Glasgow University, whose recently published research on school-family relations in the EC, "The child between", provided the theme of the Luxembourg conference and the inspiration for the EPA, suggested that any group which shared the association's aims should be given easy access to membership.

Much research had shown that achievement in school was closely related to what parents think, do and say at home. There would never be equality of opportunity without close parental involvement and it was important for the conference to establish not just what parent groups are doing now - but what might be done. It was necessary, he emphasized, to put words into ideas and then into action, to work from the bottom up towards the European dimension.

Existing research should be collected, summarized and disseminated, together with examples of good practice. Small working parties should meet to discuss such issues as teacher training, the law, and pupil involvement.

But these suggestions cost money, and David Croyle, for the European Commission, confirmed that further funding would depend very much on a clear definition of constitution and programme. Though a future programme must be of value to the association, it should also help to fulfil the need for cooperation at European level. The Council of Ministers needed a parental viewpoint to call upon in its deliberations, as it can already with teachers through ETUC. "If we want things out," he confirmed, "we must put money in."

For the UK group, the attraction is obviously partly the familiar lure of Euro-gold for it could mean access to subsidies that even on a small scale could transform the outlook and operations of voluntary organizations. But they were also impressed by the new insights developed during working group discussions into the ways that determined parent groups were able to exercise influence in other EC countries - whether through statutory rights or finance, or because they were single-minded enough to take on teachers over maths methods, or local authorities on school organization.

In the face of near-unanimous opinion that parent groups should be separate from teachers at school, local and national level, the English/Welsh team were lonely, but articulate protagonists for the view that a child is more likely to benefit from close relationships between parents and teachers than from confrontation - which after all was well in line with the theme of "The child between".

James Hammond came away believing that the NCPTA may have much to teach the Europeans about this, but also conceding that the more centralized our education service becomes, the more necessary it will be to have a powerful voice for parents, which teachers could not dominate at national level.

The UK was not the only country eager to learn. The Portuguese, 11 years after the end of dictatorship, are still feeling their way on pressure grouping; the Norwegians, who recently made it a legal obligation to put parents on school boards, wanted to find out why this seemed to make parents lose interest; and the Irish, whose teachers have refused to meet parents after school hours for over two years, were anxious to get statutory backing for a national parents' group strong enough to take them on.

German parents pointed out that their own teacher unions were so strong, that parents had to be strong to look after their own interests. It may indeed be that the information exchange plans will be a more effective instrument in spreading good practice than the policy priorities urged upon it by the EC in a fairly transparent move to knock things into



New deal: About 100 parents of pupils at Richmond upon Thames, Surrey, signed a resolution to support the teachers' pay claim and agreed to write to their MPs. In return for parents' support, the teachers of Richmond's 18,000 schoolchildren offered one month's peace from strikes. The idea had come from parents and has won peace until half-term. But if parents fail to influence the Government, then examinations, end-of-term meetings, activities and reports will be at risk.

a shape that will make the EPA eligible for funding.

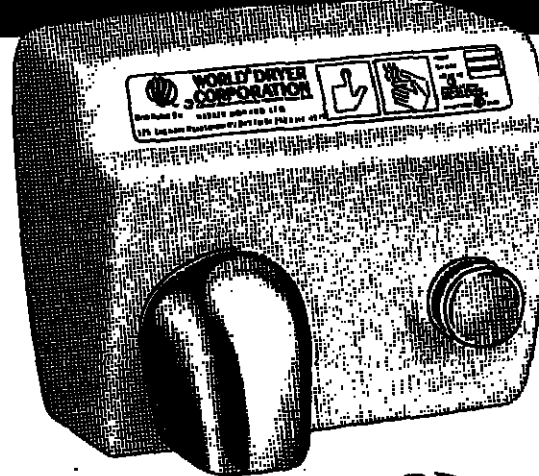
For the past two years, since a declaration at the 1983 Stuttgart heads of government meeting mentioned education and culture for the first time, education has been creeping up the European Commission agenda. The view that the Common Market arouses little enthusiasm in the ordinary European (especially among young people) was rammed home by the low turnout in last year's European elections. Though education and training programmes are now being directed

towards economic regeneration via technology, rather than unemployment projects, one of the first fruits of the new education emphasis will be a recommendation on equal opportunities to be presented to the Education Ministers' meeting in Madrid in June. It remains to be seen whether Denmark, which has up till now vetoed education proposals on the grounds that the subject is not mentioned specifically in the Treaty of Rome, will go along with the new priorities. Maybe in the end the EPA, which could become Mary Warnock's night-

mare of a pushy middle-class parents' organization, will be an instrument to fulfil Dr Macbeth's dream by opening up the way to equal educational opportunities for the children of disadvantaged groups, as well as spreading the word on effective pressure-grouping.

That could certainly be an ironic outcome for the present British Government, which has shown remarkably little interest in the EPA or in the EC as an arbiter of education policy, and has talked a lot about a parent voice without expecting it to be used against the politicians who summoned it up.

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Owen Surridge reports on watching as an alternative to work experience

Shadowing is the new watchword

Work shadowing is the latest phrase to enter the vocabulary of careers and guidance teachers. But few seem to be sure about what exactly it means. Getting a youngster to watch an experienced person at work is hardly new, as Tony Watts, director of the National Institute for Careers Education and Counselling, pointed out when careers teachers met in London to discuss the idea. But, he added, its use as an extension to the careers curriculum had been little thought about and nothing had been written about it.

Although potentially a rich source of information for young people, particularly for those involved in work experience schemes, the idea, he said, poses many questions: how long shadowing should last, how it could best be

structured, and which jobs were most suitable for the arrangement? Failure to get it right could result in a bored pupil watching a bored worker, and shadowing could encounter resistance from workers who thought their piece rate earnings might be affected, for reasons of confidentiality or where the health and safety of the pupil was at risk. There was also the difficulty of deciding whether girls should be placed with women and boys with men, and there were problems concerning ethnic identity.

The nature of the relationship between shadower and shadowed had to be decided. It was possible that the mere fact of being watched would alter what was actually being done and there was the question of whether a person

shadowed should have an opportunity to see what pupils wrote. Shadowing, he said, depended for its success on clarity of purpose and careful briefing so that everybody concerned understood what it was all about.

There were other difficulties. Shadowing was not a simple matter of following. Local education authorities, it seems, are not easily persuaded to provide indemnities for pupils under the age of 16. Some employers resist the notion of shadowing, notably hospitals and banks, and pupils could become either bored with routine or frustrated because they were not allowed to have a go at jobs themselves. "There is a need", one discussion group concluded firmly, "for a degree of intellectual sophistication if

shadowing schemes are to succeed". Patrick White of Abbey Wood School, Greenwich, London, who has organized work shadowing schemes for third formers, warned teachers they could not just go it alone with such schemes. The support of staff colleagues was essential, he said, and aims must be clearly defined. He had no doubt of the rewards awaiting those prepared to wrestle with the difficulties, however. Talking of his own experience, he said: "I had the impression of young people being much clearer about career choices and options at the end of the third year". He concluded by naming one other advantage: "It stopped the school being that isolated little tabernacle we so often are".

Careers Diary

The acceptability of certain GCE A level subjects for admission to degree courses has been a matter of concern for some time. Teachers regularly communicate their problems to universities and polytechnics, but it would seem that in most cases their appeals usually meet with little success. Some persist, however, like the head of a lower-sixth student who obtained a grade A in Italian but which was judged unacceptable when combined with A levels taken the following year. After a further appeal, the head reported, "Cardiff and Exeter amended their offer, but LSE remained adamant and demanded three A levels to be taken in the same year". This means that either universities cannot agree on entry regulations or that the ever-popular LSE can call its own tune. This is the essence of the problem since admissions tutors are under no obligation to give reasons for rejecting candidates. When the competition is intense regulations are strictly followed, when the competition diminishes, policies can be relaxed.

The general studies paper is the greatest cause of general concern. A recent research study across all law courses in the UK showed that 19 law schools will accept general studies, four "sometimes" accept it and 30 will not accept it. Among those not accepting the exam is East Anglia whose reply was "officially yes" and Belfast, Warwick and Liverpool, who insist in their prospectuses that general studies is acceptable.

The traditional arts and science subjects are clearly the safest, while partly-practical subjects like art, music or home economics may be unaccept-

able in certain combinations with other subjects. The classic anomaly, however, must surely be that of two written papers, the appreciation of English Literature being a "safe" subject and the appreciation of English and Renaissance Art being "restricted". Few institutions now publish a list of acceptable A level subjects. Southampton University is the most comprehensive.

Over the years I have received letters from schools enquiring about A level subject choices for higher education courses - the 12 subjects featuring most prominently being art, accountancy, business studies, communication studies, computer studies, engineering drawing, home economics, law, music, sociology, psychology and theatre studies.

Even economics, which I would have thought was now well established, comes under suspicion. One teacher complains about "the insistence of JMB affiliated universities on regarding business studies and economics as one subject regardless of the Boards certification". While another speaks of "the ignorance among admissions tutors regarding new syllabi such as the London French A level - syllabus B. All we ask is that universities clearly define their attitudes so that schools and applicants are not misled".

As to guidelines it would seem that the safest approach is to choose two academic A levels at least with any third subject. For those aiming for a university course two academic A levels are obviously the priority. Less popular courses, which are currently those in colleges or institutes of higher education, could however reveal more choices, but it would always be a wise move to double-check before submitting applications.

With so many problems concerning A levels one really must suspect any claims that AS levels will be immediately acceptable among universities and polytechnics.

Brian Heap

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David Tinsley... system popular with staff and employers

Why it pays to go over to open learning

Open learning is proving very popular with staff and employers. Mr David Tinsley, director of the Open Tech, told a CBI conference last week in London.

A survey commissioned by his unit of 20 large companies showed overwhelming enthusiasm for this method, he said. Employers found that open learning methods were less costly than the traditional alternatives.

There was no need to send staff away on courses with the consequent travel and subsistence costs nor was there need to release valuable people at inconvenient times.

Open learning methods meant staff

could study when it was best for them and their employers, at home or work, using specially designed materials, and at their own speed.

The Open Tech programme, part of the Manpower Services Commission's Adult Training Strategy, had already funded more than 80 projects for developing learning materials aimed at people in supervisory technician and management positions. "I hope employment will snap them up as they come off the production line," said Mr Tinsley, adding that under the Adult Training Strategy, there were schemes to help employers with the cost of training in specific skill shortage areas.

Sticking up for YTS

Opponents of the Youth Training Scheme will soon no longer be able to argue that it does not provide a quality training, according to a specialist with the Inner London Education Authority.

Writing in the Secondary Education Journal, a fortnightly magazine published by the National Union of Teachers, Tony Newton, assistant principal careers officer with the ILA, said: "The scheme is constantly improving in terms of the level of training given and staff capabilities." Mr Newton makes it clear he is expressing his personal view.

"Its prominence in careers advice will depend upon the employment situation facing young people, in a hard-pressed area of the North, but merit a higher position in the top table of realistic options than in a south-east where it will for a long time be last."

Mr Newton adds: "It will not go away if it is ignored. It has become a standard means of entry to some non-paternal areas, e.g. building and electrical crafts. It offers a way in which some candidates with lesser qualifications can enter 'prestigious' areas of employment such as banks."

Harmony with harps

A north Wales school hit the right way when its woodwork department, led by Dyfnwr Owen, Bethesda, welcomed work master Tom Pritchard (left), his fifth form should create products benefit the school. On headmaster Elwyn Hughes's suggestion, he offered their services to the wood department, which needed practice harps.

The woodwork department contacted local industry, and six firms agreed to sponsor at least one harp. They included a bus company, a electronics factory, a Welsh language publishing company and the local slate quarry.

As a result, £800 was raised - sufficient for eight portable, pedal-harp.

Hitech link-up

The North Yorkshire County Council and an association from the high technology industry called YORTEC are collaborating on a £130,000 project to train technicians and specialist craftsmen. The Manpower Services is backing the project.

Edited by Mark Jackson

NEWS

Court move on dismissal

A court has told a Sri Lankan princess claiming wrongful dismissal from a teaching job that she can also seek damages when the issue comes up for judicial review.

Princess Asokamala Lakshmi Tamila-Deigoda, a teacher at Orleans infants' school in Richmond-upon-Thames, was dismissed by the authority over a year ago and given leave to appeal against the decision in January 1984.

The princess, aged 53, was suspended from her job for allegedly "failing to carry out legitimate and reasonable instructions". An education sub-committee ruled later that she should be dismissed.

Now High Court Judge Mr Justice Taylor has told her she can have leave to seek damages at the judicial review and reinstate a claim for an injunction restraining the L.E.A. from giving effect to the dismissal notice.

Schools cost stay local

by Biddy Passmore

Transferring the cost of education from local councils to central government appears to have been ruled out by ministers in their review of local government finance.

Mr Patrick Jenkin, the Environment Secretary, said during a Commons Question Time last week: "I do not believe that the answer to the (rates) problem is simply to centralize more spending on the Exchequer."

Mr Jenkin was replying to Mr Mark Carlisle, the former Education Secretary, who had suggested that a transfer of education spending - or, at least, the cost of teachers' salaries - would solve the real problem of rates, which was that they were too high.

The Environment Secretary replied that the trouble with rates was that the tax base was too narrow. But he was left in no doubt by some of his own back-benchers, as well as by Labour MPs, that a poll tax would be at least as

unpopular. A poll tax is the alternative to rates currently favoured by environment ministers in their review.

Dr John Cunningham, Labour's environment spokesman, condemned the idea of taxing people's right to live as "abhorrent in a democratic society" and pledged that any such system would be abolished by the next Labour government.

Despite Mr Jenkin's protestations that all options remain open, it seems clear that centralizing reforms - of which the transfer of teachers' salaries is always the front runner - have been discarded by the Government.

But last week's exchanges also made it plain that the localist solution of a poll tax, on which environment ministers are now working with Mrs Thatcher's blessing, could encounter as much opposition in the Conservative Party as it already appears to have encountered in the Cabinet.

EEC austerity drive may fall hardest on Britain

Anne Good on changes in the European Social Fund

Reports that Britain is facing big cuts in European Social Fund financing for its training schemes intensified last week when the new rules for allocating the fund during 1986-88 were announced in Brussels.

The tougher rules will certainly mean that fewer applications will be eligible, but Mr Peter Sutherland, EEC commissioner responsible for the fund, refused to comment on claims that British training schemes will bear the brunt of the austerity drive.

Last year Britain received more than £350 million - one third of the total fund - and the European Commission has been under pressure to restore a geographical balance.

Britain's past success has been attributed to its tailoring training programmes to fit the fund's criteria, and some observers see the new rules as a way of counteracting that efficiency. While the fund has no overt national quotas, political pressure is pushing for a wider distribution of resources.

The main problem is that the social fund has not expanded at anything like the same rate as the demands on it. Mr Sutherland said: "Just as the Community budget as a whole is inadequate, so the social fund is ill-equipped financially to meet the massively accumulated demands being imposed on it by high unemployment and national spending cuts."

In 1983 there were 752 applications to the fund, by 1985 this figure had grown to 4,785, an increase of more than 600 per cent. But, in the same period the fund's budget was only increased by 6 per cent, to £1.2 billion, not even keeping pace with inflation.

The existing rules were "too extensive", Mr Sutherland said, and this made the fund less effective. Nearly 80 per cent of this year's applications fitted the fund's priorities so the Commission had to reduce the aid given to each project. In the absence of any political will among the member governments to increase the fund's resources the Commission was forced to

narrow down the types of project it would fund in the future and cut down on the number of regions which would be given priority, Mr Sutherland said.

The main aim was to give funding to the areas in greatest need. It was "unrealistic" to look to the EEC to provide the answer for every social ill, for every group, no matter where it occurred or why it was caused, he added.

Training in new technologies, long a preoccupation of the Commission, which believes that Europe has fallen dangerously behind the United States and Japan in this field, will receive a major boost under the new, tighter rules. No training programme will receive funding unless it includes this element.

All programmes must offer at least 200 hours of training, 40 of which must be spent on learning new technologies. This will put Europe "at the forefront of the drive to modernize and adapt European economies", said Mr Sutherland. It was essential since "new technology is part of the language everyone is going to need" and because "industry requires all workers to have a basic knowledge of new technologies".

Regional criteria will also be stricter under the new rules, the EEC's poorer regions - Greece, Ireland, Northern Ireland, Italy's Mezzogiorno and the French overseas departments - are guaranteed funding amounting to at least 40 per cent of the ESF's resources. Otherwise, aid goes to areas of very high unemployment and those suffering from industrial decline.

At the moment, 64 per cent of the Community's labour force live in areas which qualify under the geographical rules. The Commission has decided to bring this figure down to 57 per cent next year and to continue reducing it in the following years. So definitions of depressed areas have been changed, using Community statistics for unemployment and income per person.

Some UK areas will still fit into the new priorities - for example, Merseyside, Strathclyde, Glamorgan and West Yorkshire. But projects in pockets of urban decay within prosperous cities like London are likely to be excluded.

The Commission promised to take a further look at the position of these so-called "black spots" during the next year.

Projects for some categories of worker are exempt from the regional rules. Non-traditional training for women, language training for migrant workers, adaptation of workplaces for the handicapped, and recruitment to new jobs resulting from shorter or more flexible working hours are all exempt.

But youth programmes will be hit and many UK projects, especially the Youth Training Schemes, are likely to suffer under the more stringent rules to be applied to youth training programmes outside the poorer regions.

Until now three types of training programme have been eligible: linked training and job experience for school-leavers, training for the under-25s and recruitment schemes.

These have been narrowed under the new rules. Job experience will qualify only if it is in one of the poor regions and for those under 18. Young people's training must aim to train those with "inadequate skills" for skilled jobs involving new technology.

The Commission will only part fund recruitment subsidies if the job on offer is permanent, rather than for one year, at present.

The new, more stringent ESF rules are linked to another new Commission programme which was announced recently. Under this special programme the EEC will spend over £2 million during the next four years helping national training policies in member states to adapt to new technologies.

The three-pronged programme will fund demonstration training projects, international research and study visits.

Neil Munro on anxiety over training for school-leavers

Youth 'hot' Brussels topic

It is not difficult to understand why the education and training of 16 to 19-year-olds has become a hot European topic and why last week it dominated the Brussels conference of the education ministers of the Council of Europe. Fear has fuelled progress as much as principle.

The 21 member states of the council have 18 million people out of work and in many countries young people under 25 account for 40 per cent of the unemployed. The problem ranges from 0.3 per cent of 16 to 19 unemployed in Austria to 50 per cent in Spain. In the UK 27 per cent of under-25s are out of work.

Mr Allan Stewart, the Scottish education minister, who led the UK delegation, admitted publicly that youth training had been an expedient to ameliorate unemployment. But that was all over now, he insisted. The Government was committed to training as a continuing investment.

The conference's concern, however, went further. Senior Marcelino Oreja, the council's secretary general, said young people were beginning to doubt the value of education and training.

He added: "But the infection goes deeper than this. It goes beyond young people's view of education. It takes hold of their perception of society as a whole. Authoritarianism builds on such ground. In my opinion, a democracy viewed with indifference or rejected by its young people cannot survive. The threat of unemployment is a threat to democracy itself."

That uneasy alliance between concern for the unemployed and fear for the political consequences of unemployment was evident throughout the conference, although there was general agreement that more relevant education was the answer.



Allan Stewart: virtues of the Scottish action plan.

Future uncertainty and the domination of the new technologies made it especially difficult for educationists to develop new courses and accessible structures, it was agreed. The answer, as Senior Oreja described it in terms familiar to the British audience, was "a broader, more general education and training avoiding early specialization". Adaptability, lifelong learning, self-reliance and initiative were the new desirable qualities.

Mr Stewart, who was asked to lead the UK delegation by Sir Keith Joseph, the Education Secretary, because of Scotland's innovations in the education of 16 to 19-year-olds, vigorously promoted the virtues of the Scottish Education Department's action plan which began replacing the traditional non-advanced FE courses with short modular courses.

The conference resolution on 16 to 19 reflected the preoccupations of the action plan. Young people, it said, should be given basic skills and a versatile attitude to life and work which would make them adapt to the uncertainties ahead. Education and training should also be sufficiently flexible to ease transfer between schools, FE and higher education. "There should be no dead ends within the system."

Despite the emphasis on the virtues of training, many delegates were uneasy about turning education into a tool of economics. This was reflected in the number of calls for an integrated system of vocational and general education, and in a insistence that all pupils should be exposed to both types of education.

The final communiqué also reflected this unease, referring to the need to equip youngsters to lead "a fulfilling personal life". It also emphasized that basic knowledge and skills should include an adequate grasp of at least one modern language. The French wanted all pupils to learn at least two languages but this was rejected as "unrealistic" by the Germans.

The British undoubtedly felt smug at the conference. The ministers supported the call for all school-leavers to be offered at least six months' additional basic training and/or prework experience. Mr Stewart proudly pointed out that youth training in the UK was to be expanded to two years the remained pointedly silent during another discussion on improving educational opportunities for girls and women.

The next standing conference of the European education ministers dealing with challenges to the teaching profession, will be held in Helsinki in May 1987.

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Surprise reforms from professors may reopen some old wounds

FRANCE
Mary Follain on the likely effects of a blueprint for education

Fifty eminent professors, members of the prestigious *Collège de France*, have presented President Mitterrand with their blueprint for education following his request for one year ago when the system was in turmoil over his socialist reforms.

Jean-Pierre Chevènement, his new Education Minister, has recently succeeded in defusing things - mainly by promising a return to the old values of discipline, diligence, and the 3Rs. Now the professors' recommendations may reopen the whole issue with some highly controversial suggestions bound to upset public opinion and the powerful teachers' unions.

The *Collège de France* founded in 1530 is a curious institution which delivers no degrees and requires no qualifications. Its students who attend lectures given by its 50 professors, who are all leading specialists in their own field.

This is apparently the first time they have been asked to produce such recommendations and few of them have seen the inside of a classroom since their schooldays.

Their conclusions have been put together by Professor Pierre Bourdieu, himself a controversial sociologist and education specialist, and are said to be a corporate view.

The most daring recommendations are those for teachers' careers to be dependent on regular assessment for selective entry procedures to universities (always a sticky issue in France, since the *baccalauréat*, it is thought, should suffice), and greater autonomy for lycées (upper secondary schools) and universities which are at present tightly controlled by central government.

The report, perhaps unintentionally, also reads as a condemnation of M. Chevènement's "back to basics" policy and his apparent indifference to modern educational theory which have made him popular with the more conservative, right-wing parents and teachers.

Acknowledging a widespread loss of confidence in French education, the *Collège* warns of the danger of reverting to old-fashioned attitudes and methods. The professors denounce the stranglehold of mathematics over other subjects in the curriculum, which are generally considered to be easy options, as "one of the most obvious vices of the present system."

They make the familiar appeal for an end to the early specialization

common in French secondary schools with their cruel "selection by failure" but warn that a refusal of selection will only mean that the pupil will be rejected later as a university student. As it is, drop-out rates in French universities are extremely high. The professors urge that everyone should be given a good start, and question the "strange logic" which means that inexperienced or incompetent teachers are often given the slowest and most difficult classes.

They see no hope of improving the system until teacher training is reformed and insist on the need to make sweeping changes in teacher promotion.

At present, French teachers' careers follow rigid patterns according to qualifications obtained early on at school or university - often before they even begin teaching. The *Collège* says these qualifications divide them once and for all into categories just as effectively as titles once separated the nobility from the rest of society.

Teachers, the professors say, should be evaluated regularly and those who introduce successful, new teaching methods or show exceptional dedication or other qualities should be rewarded. Everything must be done to encourage them to participate in the elaboration of new methods and materials, and in the use of new technology with teams of coordinators bringing both financial and technical aid to innovative teachers.

The *Collège* comes out strongly in favour of increased independence for research bodies and for universities who should be free to find financial resources outside the government; to offer degree courses of their choice; and to recruit both professors and students according to their own criteria.

To counteract the side-effects of the increased competition which would inevitably follow, the *Collège* acknowledges that the role of the state would have to be redefined. Its main responsibility would be to maintain quality and to give financial aid to the uncompetitive and economically unviable.

President Mitterrand may well prefer to ignore such explosive suggestions although the Socialist Party secretary has said that it thoroughly approves of the professors' report and that discussion at their education conference in June will be along similar lines.

In an ambitious flight of fancy, the professors envisage a French version of the Open University, perhaps even transmitted by satellite and dispensing multilingual education across Europe.

Proposals for the Education System of the Future: *Collège de France*.

RE to be compulsory

KENYA

Religious education is to be mandatory in all primary and secondary schools in Kenya. The move is part of a major reorganization of the education system introduced early this year.

In the new system, the students are expected to spend eight years in primary stage, four years at secondary school and a minimum of four years in

the university depending on the course being pursued.

Hitherto, only English and mathematics have been compulsory. President Daniel Moi has said that Kenya, as a God-fearing nation "should not have made religious instruction optional". It was the "basis of our lives", he said, and should be made compulsory in schools.

Wachira Kigotho

Travel

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Bold training move attracts fresh talent

UNITED STATES

Bill Norris on why graduates in one state are returning to the classroom

While half of America's 50 states are now requiring new teachers to take a test before employment - thus, say the prophets of doom, exacerbating the looming teacher shortage - one of them has gone into reverse. In a bold move to attract fresh talent into the teaching profession, New Jersey is inviting mature adults from other jobs to come into the classroom.

The programme, known as the Alternate Route to Certification, is open to those who have no education degree but do have a bachelor's degree in some other discipline. They must also pass the National Teachers' Examination in one subject, or in general knowledge if they intend to teach primary grades. But after that their training takes place on the job.

And given that New Jersey teachers are on average salaries of \$25,125 (£20,000) which is far less than most could expect to earn in other professions, the response has been remarkable.

Since January there have been 560 applicants, including lawyers, accountants, artists and journalists. Once in the classroom they are closely supervised and work with an experienced teacher. They must also take 200 hours of formal teaching instruction. Full certification is expected within a year.

The New Jersey scheme is the only one in the United States to grant full teacher certification to those without education degrees.

Initially, it was thought that only retired people would be attracted, but instead it has drawn in young professionals with a yen to teach. Between them, the first batch can boast 20 doctorates and 81 masters degrees.

Jan Christian, aged 30, is fairly typical of the new entrants. With a degree in chemical engineering, she had worked for nine years as a sales representative for a New Jersey chemical company. As a teacher, her earnings will be halved, but she decided that "being happy in my work is worth more than salary."

Steven Schaffer had practised law for nine years, but found the legal trade "aggravating". Now he wants to

be a sports coach under the new programme.

The programme became necessary because over the next 10 years New Jersey is expected to lose half its 73,500 teachers through retirement or resignation. Like other states with similar problems, it had been operating an emergency certification programme. But according to Mrs Celeste Rorro, Director of Teachers' Certification and Academic Credentials in the state education department, this had led to a "precipitous decline" in the quality of the teaching force. The emergency programme has now been scrapped in favour of the new scheme.

Officials are confident that the new entrants' lack of formal teacher training will be more than compensated by their maturity, experience in a specific field, and a real desire to be a teacher.

But not everyone sees it that way. Ms Janice Weaver, Dean of the state's largest teacher education programme at the School of Professional Studies, Gloucester State College, claims that disregard for formal teacher training indicates that teachers do not get the same kind of respect for specialized knowledge as do plumbers. Thus far it seems to be a minority view.

Elsewhere in the United States, the obsession for testing grows. It is generally seen as an echo of the national cry for educational excellence, and proponents argue that it is only reasonable to subject teachers to the same hurdles faced by other professions.

Testing, they say, will end the horror stories about teachers who cannot spell or add. But others argue with equal force that the test, lasting an average of 80 minutes, cannot measure the full range of teaching skills.

There is another worry - supported by experience - that many would-be

teachers among blacks and other minority races are completing 1 years in college and then failing a test. In the long run this is seen as reducing the number of black teachers.

In tests taken in Virginia since 1976 as a lead-in to the compulsory programme next year, 56 per cent of students from traditionally-black colleges have failed the communications skills section of the exam. This compares with 6 per cent of students from traditionally-white schools. The general knowledge section has seen a failure rate of 45 per cent for blacks, 3 per cent for whites.

Wint sort of tests are they falling taken from an educational test service booklet designed to help candidates prepare for the exam:

Mathematics
 29 is between the numbers given in each of the following pairs, except:
 a 0 and 1
 b 1/2 and 3/4
 c 2 and 3
 d 0.6 and 0.7
 e 0.5 and 0.8

Science
 The finding of fossils of marine animals in the upper reaches of a mountain would indicate the mountain was:
 a Formed by volcanic action
 b Undergoing severe erosion
 c Located in an area of extensive faulting
 d Formed by an uplift of the Earth's crust

The American Federation of Teachers regards tests at this level as something of a joke. Nevertheless, students - especially black students - are failing to pass them. This has led to accusations of discrimination, which are denied by Lawrence Cross who headed a study on the test for the Virginia Board of Education.

"I don't think the test is discriminatory", he said. "I think our society's discriminatory. What is reflected is the heritage of the separate-but-equal policy in Virginia for too many years." If these tests achieve nothing else, they are at least bringing the continued inequality in American education into public view.

Keep politics out of the classroom, teachers told

MALAYSIA

Teachers who don't keep politics out of the classroom will be disciplined, Malaysia's education minister, Datuk Abdullah Ahmad Badawi, (pictured), has warned.

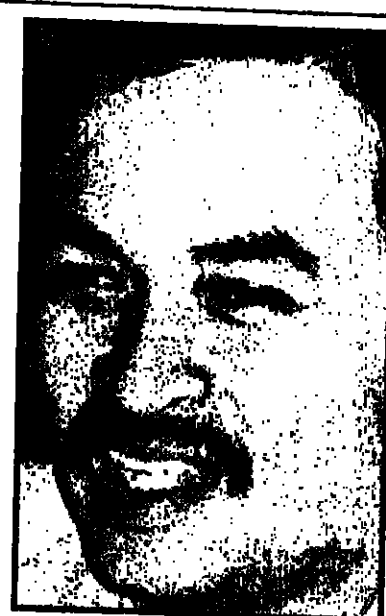
A teacher's main duty is to "teach", he said, and not to "politicize" young people.

Mr Badawi was speaking to teachers in Kuala Lumpur, following revelations of growing anti-government political education. And the government has already announced its first steps in tightening up - several teachers in Kedah, in the north of Malaysia, are to be disciplined for "indoctrinating" their pupils.

The Education Minister said that investigations were now taking place and appropriate action would be taken against the teachers involved. This would probably mean immediate suspension, followed by a compulsory transfer or dismissal.

Politics in the classroom has recently become a major issue with ministers expressing deep concern over increasing "indoctrination" of young people at all levels in the education system, at home and in overseas institutions.

Officials say they now have firm evidence that political extremists have infiltrated student unions and other movements and are attempting to turn students against the government.



Malaysia's Foreign Minister, Abdul Kadir Sheikh Fadzir has produced a quantity of politically subversive literature sent to the government by the Malaysian High Commission in London. The literature, which was being circulated to Malaysian students throughout the United Kingdom, was designed to incite "violence and revolution" in Malaysia by "poisoning the minds" of students, said the minister.

Mr Fadzir alleged that the literature had been distributed to students by Malaysian student leaders in Britain. The Malaysian police are taking action against the authors and distributors.

Teachers in Malaysia are bound by the General Orders, under which are prohibited from criticising government policy or engaging in political activities which could adversely affect them in the discharge of their duties.

Geoffrey Parkins

Illiteracy on the rise

ZAMBIA

Illiteracy is increasing in Zambia, according to a development agency report.

The report, from the influential Swedish International Development Authority, says that a growing proportion of seven-year-olds cannot read primary school places. All future educational aid from the authority, it suggests, should be concentrated on boosting the provision in this area.

Only four out of five seven-year-olds in Zambia get into primary school, and the indications are that this situation will get worse.

SIDA has recommended that support should be given in the provision of extra classrooms in existing schools, particularly in urban areas, and that existing classrooms should be rehabilitated with the support of self-help schemes.

The same warning of rising illiteracy rates was given eight years ago, in Ministry of Education proposals for reform. The ministry warned of growing numbers of adult illiterates.

Now the ministry is proposing to streamline continuing education provision by appointing teachers as supervisors of night schools, managed by local authorities.

Every large town with a population of more than 60,000 people will receive a grant from the Department of Continuing Education for running local night schools. The courses on offer will be designed to attract women, and to offer employment skills in commerce, industry, arts as well as academics.

Carlton Samarajewa

None immune from criticism in a free society

Sir - My capacity for replying to criticism is somewhat limited since everything I write for publication must first be submitted to my director and deputy director of education for scrutiny and approval. However, since I exist in a personal as well as professional capacity, it may be that, as the highly critical letter from Clive Billingham (TES, May 3) raises questions about my personal integrity, a plea of self-defence may be sufficient to protect me from official disapproval.

Mr Billingham's letter touches on three topics: my criticisms of ethnic minorities, the origins of the "Drummond Parents' Action Group", and the official report on my school. Regarding the first topic, I believe absolutely in the right of all British citizens to enjoy all those rights which are guaranteed to everyone. But citizenship in a free society not only confers certain rights and privileges; it also carries with it duties and responsibilities. This applies to all citizens regardless of race, colour or country of origin. This mixture of human rights and legal and moral duties seems to me to be the essence of liberty in a free society. As Edmund Burke said: "Liberty, too, must be limited in order to be possessed."

It is from within this concept of citizenship that the right to criticize and the duty to cope with criticism arises. No one is immune from criticism - nor is any group or community.

But Mr Billingham, and those who think like him (such as Alyson Redgrave whose standard effusions on "anti-racism" *THE TES* rightly describes as "chilling"), appear to believe that the ethnic minorities are beyond and above criticism. This not only violates the notion of genuine liberty, it is deeply patronizing, since it suggests that the ethnic minorities are not responsible for their attitudes and behaviour.

It also suggests the ethnic minorities have access to an unspecified but ever-present right to special protections not afforded to other citizens. The majority population rightly resents the double standards this sort of special pleading implies. My strictures on the ethnic minorities arise not from stereotyping (to ward off predictable misuses - as he does "community" and "black") as Mr Billingham alleges, but on observed behaviour and published information.

I believe that the race relations lobby - the mentality it expresses and the rhetoric it generates - represents a serious threat to intellectual freedom. If your readers wish to judge the validity of what I have written, I urge them to read the whole article (*Saturday Review*, Winter 1984). The old lawyer's trick of quoting out of context, a device Mr Billingham freely employs, is never more than an attempt to win the argument by selective and tendentious reasoning. I believe that



Ray Honeyford

my role as the headteacher of a multiracial school ought not, in a free society, to prevent me from putting an alternative or unorthodox viewpoint.

Mr Billingham's comments on the "Drummond Parents' Action Group" are at best naïve, at worst mischievous and misleading. If he believes that my parent - overwhelmingly moderate, law-abiding, but, collectively, quick to anger and extremely vulnerable to exploitation - are behind the campaign of hounding, harassment and vilification to which I, and to some extent my staff, have, for over a year, been

subject, then he must have been wandering around the streets of Bradford for the past year with his eyes, ears and mind determinedly shut.

The objective of the direct action zealots who have orchestrated the campaign has not been to express the will of my parents, but to prevent the conduct of public affairs according to proper constitutional procedures and to intimidate an individual. Anyone who saw the recent TV *Eye* programme "The Honeyford Affair" will know exactly what I mean by this.

In fact, I had already - before Mr Billingham's letter - written a piece on this subject, hopefully to be published in this journal. It is now in the hands of my professional association whose advice I now await. It may be that, given my state of suspension, and the "e.a.s." attitude to my desire to publish, I shall be advised not to submit it. If so, I am happy to leave your readers to judge what this tells us about the situation I am in. In the meantime, I believe that Mr Lodge's comments on the "anti-Honeyford" campaign (*TES*, April 12) are both accurate and justified.

Regarding Mr Billingham's analysis of the report, I note that he misuses that a 10-word quotation is an adequate representation of the opinions and recommendations which cover 29 pages of print. The report, in fact, was mixed, containing both positive and negative comments. According to

most of my professional colleagues who have taken the trouble to read it, the report could have been written about most inner city schools of a similar character. My governing body simply noted its contents, and asked the *i.e.a.* for more resources. It also gave me overwhelming support in the attempt I have made to implement its recommendations.

Of course, positive discussion of school reports is complicated by a rather disturbing reality - that whereas those who write such reports enjoy the privilege of collective anonymity and never, as individuals, have to account for their judgements, no such protection is granted to the head and his staff. Although subject comments can be associated with individuals, a great deal of other, possibly damaging, comment cannot be identified. And, in any case, it is considered unethical, or possibly even a violation of contract, for the subjects of criticisms to defend themselves publicly.

What, in this regard, does the concept of "open government" actually mean? One wonders. Suffice to say that those like Mr Billingham who seek to reflect a very complex procedure by tiny, selective quotations, do little to advance the principle of free and open debate.

RAY HONEYFORD
 Headteacher
 Drummond Middle School
 Bradford

Right to choose

Sir - I am rather tired of Honeyford-bashing (*TES*, May 3). It is outrageous to assume that everyone must be a relativist.

Within any culture it is difficult and harmful to pretend that if, say, in an alien culture, a woman may not divorce her husband even if he beats her regularly, then that is fair enough - in that culture. It is not. There are inherent issues of right and wrong. If this sounds patronizing, it is no more so than the holier-than-thou hysteria engendered by Mr Honeyford's statements.

The life of any person - regardless of class or race - is much too complex to describe with a few Swann-like platitudes. If the core of the problem is racism (and the disadvantaged say that it is) then let us face it head on. It will not bite us. We will be the better for being honest.

At the same time let us be honest about our own attitudes to multicultural education. It is obviously good practice. But, with respect to Mr Clive Billingham, I am not at all sure that he is being told facts about my country of origin: such as that Lebanon is not currently a very nice place to be in. Indeed, I am more insulted by being told that I must retain my "culture".

I retain what I choose to retain. If I choose to assert my British individuality I do not need Mr Billingham to tell me that this "has the potential to turn the culture clock back many years". What an arrogant and self-centred statement.

Perhaps if we stopped ramming multiculturalism down people's throats they would find it easier to swallow without choking. Otherwise Swann will join Bullock in the expensive-never-read-report-graveyard.

F H MIKDADI

Head of Faculty of Communication Studies
 The Stoke High School
 Maldenhead Approach
 Ipswich

Mass racism

Sir - I find a puzzling contradiction in Alyson Redgrave's letter (*TES*, April 3). While she correctly, in my view, locates racism within the political structure of a society, concluding that in Britain racism can only be a characteristic of that section which holds power, Ms Redgrave then proceeds to argue psychologically. If racism was simply a matter of mass psychology, then one might indeed agree that no white person could escape being labelled as racist.

However, Alyson Redgrave fails to distinguish between the ideology of racism which characterizes a society

which is divided politically and economically along "racial" lines and racist attitudes or beliefs held by individuals. The logical but absurd conclusion of Ms Redgrave's argument is that because Nazi Germany was an antisemitic society the likes of Dietrich Bonhoeffer were anti-semites.

Leslie Bash, Senior Lecturer in Education
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 Chatham
 Kent ME5

Parochial recipe

Sir - I refer to Mr L F Padfield's comments on Professor Bhiku Parekh's article "The Gifts of Diversity" (*Letters*, April 19). It is surely not sufficient for a curriculum to concentrate on what is "most immediate and available to the majority of children" unless one is very careful, this is a recipe for narrow-minded parochialism.

It is far more significant to frame a curriculum around the knowledge, skills and values that will help pupils make sense of the world in which they find themselves. Whether or not they now live in specifically multicultural parts of Britain, today's pupils are growing up in a country which has for centuries benefited from a diversity of cultural influences; it is also a country with a long tradition of links across the globe.

Our future as a sane and just society depends on our sensitivity to the needs and cultures of our fellow-citizens; our future as a species depends on our perception of the interdependence of mankind with the rest of the natural world. It is therefore vital that every child's education includes elements designed to increase intercultural and international understanding. Such dimensions of the curriculum are in many senses "immediate", since the world beyond our shores daily penetrates our homes and classrooms and affects the lives of all our pupils.

Education for intercultural and international understanding is certainly not a matter of learning less and less about more and more, but of selecting what is taught and equally importantly, how it is taught with the aim of increasing pupils' awareness of, and sensitivity to, the full richness of the world in which they live. Of course to know about is not to care about, but true education has never been concerned solely with knowledge.

ROBERT CREIGHTON

Honorary Secretary
 Standing Conference on Education for
 International Understanding
 School of Oriental and African Studies
 University of London

What a job

Sir - Shirley Williams's declaration about the importance of education. (*TES*, April 19), is most welcome. She says that by European standards our teachers are underpaid. They are also overworked.

I have just returned from Germany where a graduate on basic pay starts at £656 per month, compared with the English teacher's £450. He pays no contribution for health and pension benefits and receives payment for 60 per cent of medical bills for his employee. He has tax allowances for travel costs. More importantly, because he will spend nearly five half-days a week working at home, he has a tax allowance for books, for furnishing, heating, and cleaning a study and for the purchase of personal teaching equipment.

The maximum number of lessons he will teach in a week is 24, ie 18 hours. If the German teacher takes a regular extra curricular activity such as a guitar group or a swimming session, an hour is deducted from his weekly teaching load. Where he supervises children in a lunch hour, he teaches one lesson fewer. When not teaching he is at home studying, marking or resting.

Now, my German friends ask, can an English teacher prepare his lessons properly in the time he has, teaching



Shirley Williams

for 35 lessons in 23 hours, and on-call in the building all day? They are called in by phone to cover for absent colleagues not more than three times a month. Should they be called for a fourth, they are paid for all four. At present the budget for cover is exhausted and any deputy who calls in a teacher for four has to pay them from his own pocket. Otherwise children without a teacher go home.

It is like being on another planet. Yes, the time really has come to define what a teacher's job is.

D PROUD

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 Edge End High School
 Hilson Road
 Nelson
 Lancs

Watching brief

Sir - As a media resources officer I am interested in John Scarff's article on "TV testing" (*TES Extra*, April 26). I certainly think that much more investigation is needed into the effectiveness of different ways of using television programmes, but I have two comments to make on his particular piece of research.

His pupils were divided into four groups: watch TV only; watch TV and take notes; watch TV and collect handouts; and do all three. I would have wanted a fifth group: collect handouts only. This might have revealed that the television programme

was superfluous as a source of information!

Secondly, is the primary purpose of a television programme to convey information and is a factual recall test an appropriate way of judging its effectiveness? Seeing archive film of one of Hitler's mass rallies conveys a kind of knowledge beyond the mere fact that such rallies were organized. How does one measure or judge the effectiveness of the visual dimension in a predominantly visual medium?

COLIN JOHNSON
 Media resources officer
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came the Green Paper and hopes that an equitable balance can be found between the legitimate concerns of copyright owners and the need to keep to a reasonable minimum charges to the educational consumer.

IAN MORGAN
 Chairman
 NUT subcommittee for the technology of education
 Hamilton House
 Mableton Place
 London WC1

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Why the decimal point gets misplaced

Sir - Margaret Brown, whose work for mathematics education I hold in high regard, does herself less than justice in turning the problem of children's misconceptions about decimals (*TES*, April 19) into an academic dispute about priority. I am sure there are others who could claim prior knowledge of the LS ("longest is smallest") and DPI ("decimal points ignored") errors to the year 1981 given both by Margaret for her (unpublished) PhD thesis and for the (published) APU Secondary Report No 2.

I said in the article that the LS error is "re-appearing in the work of a number of researchers. It should be known about much more widely in schools". I am sorry if I did not acknowledge by name those researchers who know (or knew) about the LS error. I also made no priority claims about the DPI error. To quote from the article again, "one kind of incorrect response was explained satisfactorily and consistently by those we consulted: Some pupils ignore decimal points and treat the decimal numbers as though they are whole numbers."

What was not explained by those we consulted (including the APU Steering Group of which Margaret Brown was, at that time, a member) was the puzzle of the inconsistent levels of success in the two age 15 items and the puzzle of the large number of 11-year-olds who wrote decimals in order of size but the wrong way round. We believe that this latter response is due to the extension of the LS error: when two or more decimals are "longest" LS error-makers select the largest and so place the numbers the wrong way round.

This is a difficulty with the solution Mr Murray-Rust proposes for question 2, which, he suggests, could be rewritten with all the numbers having the same degree of approximation. Unfortunately, LS error-makers would simply order the decimals the wrong way and the DPI error makers would get the answer right.

The CSMS questions ask pupils to compare only two decimals: it is a near certainty that one of the two types of error-makers will get the right answer.

Try constructing a question with two decimals, less than one, of any "length", where this is not so.

On the question of the stability of the LS error, our results differ from Margaret Brown's. In APU tests where there are two decimal items there is a high degree of consistency of response. Margaret Brown's examples, however, do lead me to a further hypothesis which needs to be investigated, namely that children are more likely to give an LS response when asked to compare numbers less than one.

In the continuation of the decimal study with 15-year-olds in our DES-sponsored graduated test project, we have found very few LS responses when pupils are asked to place the results of high jumpers or 100 metre runners in order. Both examples use decimal numbers larger than one. However, we are working mainly with the lowest 20 per cent of attainers on the graduated test project and they are much more likely to make DPI errors

than LS errors. There is plenty of evidence of the former.

Finally, one point from Mr Worth's letter about testing 150,000 pupils. The first paragraph of my article on April 19 was not written by me; it was inserted by *The TES* and gave the misleading impression that the questions mentioned in the article had been taken by 150,000 pupils. Not so; in each survey each question of the type mentioned in the article is taken by a random sample of 1,000 pupils. The decimals questions form only a very small part of the APU surveys which also assess all other content areas of pupils' mathematics performance, and, in addition, their problem-solving strategies, attitudes and practical mathematics.

DEREK FOXMAN
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Pupils' needs

Sir - It is interesting that HMI curriculum paper "Mathematics from 3 to 11" should be published almost on the 21st birthday of the Nuffield Mathematics Teaching Project. I was fortunate to be one of the original members of the Nuffield Project Team in 1964-65 under the leadership of Dr Geoffrey Matthews.

When we began our writing, he gave us our marching orders, among which were - "the course will be designed to help children connect together many aspects of the world around them, to introduce them gradually to the processes of abstract thinking, and foster in them a critical, logical, but also creative, turn of mind - a concrete approach will be made to abstract concepts - perhaps the most important message of mathematics at this level is its ubiquity, the fact that doing sums is only a fraction of the programme envisaged".

Having read the recent curriculum

paper, this seems to be HMI's message, too. It is disappointing, if not depressing, that after 21 years it is still necessary to imply that all is not well with the teaching of mathematics.

An enormous amount of time, energy and money must have been spent on initial and in-service training, and now on advisory teachers and support teams (we introduced this latter idea in Newham in 1977) to little effect, otherwise why have HMI felt it necessary to repeat the message?

After 21 years, I wonder whether we have concentrated too much in our initial and in-service courses on teachers and the teaching of mathematics and have not taken enough note of the effect of all this on the real consumers, the pupils - and their requirements.

GEORGE CORSTON
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Macbeth: appeal for texts

Boon for the Bard

Sir - We have recently returned from a tour of West Africa, presenting dramatic and narrative shortened versions of several Shakespeare plays to mainly academic audiences.

English literature plays a great part in West African education. Shakespeare is widely studied for both O and A level examinations and we were overjoyed with their reactions to two strange white actors in peculiar costumes actually performing the plays they had been trying to read for the last two or three years.

But we were distressed by the shortage of books and materials in most schools and colleges. Many classrooms had only two copies of a class of 30 or 40.

A student would read page one and pass the book to his neighbour who would do the same and again pass the book on round the class. Page two would then be read, and the book passed on round the class and so on. As actors, we could not imagine trying to

learn our lines in this way, let alone study for examinations vital for our future.

With this thought in mind, we would like to appeal for any paperback copies of Shakespeare's plays. As we are planning another tour of West Africa later this year, we would like to present as many books as possible to schools and British Council libraries throughout Ghana, Nigeria and Sierra Leone. If *TES* readers could let us have any paperback Shakespeares, no matter how few or in what condition, please send them to our address and we will guarantee that many poor students will be eternally grateful. The plays being studied are *Merchant of Venice*, *Julius Caesar*, *Twelfth Night*, *Romeo & Juliet*, *The Tempest*, *Macbeth* and *Othello*, but of course any other paperback Shakespeares will be welcome, as will copies of study notes.

JOHN DRYDEN AND
JANE GODDARD
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sign and Technology at my college has trained many excellent female (and male) teachers of CDT, alas no more. The DES, after providing a grant of up to £500,000 to build new facilities, decided to "write them off" just as they were completed. One might believe that the Government is keen to perpetuate the inequality.

DAVID WALSH
De La Salle College
Hopwood Hall
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Manchester

Older woman

Sir - A pertinent reason for fewer women gaining promotion seems to have been overlooked (*TES*, May 3). It is that women are more likely to be older than the men with whom they are competing for a senior post and this fact will weigh heavily against them.

A man in his mid-thirties will be striving for promotion. A woman responsibly involved with her young children will, at this stage, very often not care to accept added responsibilities. She will however be ready and able to apply in her forties. By that time an applicant is considered too old and suspect for not having tried earlier.

This is certainly true in my case. I have had a long and varied teaching career and with my family grown up am anxious and eager to offer my experience. I am "stuck at the top of the Scale 2 post and considered to be 'over the top'".

Not so at all! I certainly feel myself "under-used". Shame!

ELIZABETH ASHDOWN
Colthorpe Park School
Fleet
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Written off

Sir - I read with some consternation the report (*TES*, April 26) which documented the appalling inequality of the sexes in the teaching of craft, design and technology in girls' responses to the subject in school.

I am a final-year student for BED Hons at De La Salle College. I have recently conducted a research project with a group of 13-year-old pupils and have found that it is the creative design aspect of CDT which appeals most strongly to both boys and girls. This can involve substantial technological experience for all pupils and bypasses the "Technical/Technology" label which all the girls in my study group found off-putting. (Manpower Services Commission - take note.)

You point out that there is a shortage of training institutions offering CDT courses - perhaps this reflects DES policy. The Department of De-

AMMA's advice

Sir - The article headed "AMMA to offer strike cover" (*TES*, May 10) gave a misleading impression of our advice to members when teachers belonging to other unions are taking action. There has been no change in the longstanding policy of the Assistant Masters and Mistresses Association that members should not undertake work declined by other teachers, or accept any additional work as a result to their action.

We have, none the less, found it necessary to clarify how this advice should be implemented when a head, responding to action, sends home a number of pupils proportionate to the number of periods lost through the unavailability of striking teachers, and consequently draws up a temporary, curtailed time-table. Clearly a head's ability to implement such a time-table

Notable deeds

Sir - I was sorry to read in your issue of April 26 of the death of John Bowdler, former chairman of the National Union of Teachers' race relations committee. We taught together in Wotton Bassett in the early 1970s, and when I moved to work on the Schools Council's "Education for a Multicultural Society" project in the middle of the decade, he became one of the NUT's representatives on the project's consultative committee.

He belonged to an older generation who worked quietly and assiduously to put multicultural education on the agenda and whose contribution is in danger of going unrecorded and unacknowledged. He was a nice man and a good one.

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Nothing hit or miss

Virginia Makins visits a Brent primary where infant teachers led the way

When you go into classrooms at Chamberlayne Wood school in Brent, you get hit on the head by children's work. Hundreds of words illustrations, and booklets, dangle from tightly criss-crossed strings, at just about head height for adults.

Underneath, in both infant and junior classrooms, there's a workshop atmosphere - hammering from a woodwork corner, two boys looking for bits of mirror to experiment with reflections, children listening to tapes of stories told in different languages, children studying some worms, as well as children writing, doing the usual range of primary maths, making paper mache Easter eggs or simply reading.

The classroom and hall and stairwell walls - all covered with work - show few signs of the usual class topics and projects. "There's so much going on there's really not much time for much in the topic line", said a teacher of third and fourth year juniors. "They do more when they follow their own interests," said another, with top infants.

The workshops spill out into the large halls of the three-storey late 19th-century building: children use the floor space for painting, or spreading books out for research. In the ground floor hall, two little girls from a reception class were busy sticking words they'd written and cut out along a long narrow roll of brown paper. Later I met them again on the top floor, with a 20 foot long story about "The woman who didn't know the secret of the Passage to India". They said, "we are looking for juniors to read it."

In another hall the senior orchestra was practising in professional style, under the direction of Keith Lovell, the deputy head: "Now descend recorders, don't let us down on the C sharps." The school has two orchestras, a brass ensemble, and a string quartet. "Music is central to what's going on here, not just something round the edges", said a peripatetic strings teacher.

A class of older juniors had a notice on the door: "Before you enter, please check the working conditions". The options were normal working conditions - you can discuss things and move around; library conditions - you must be silent but can move around; and examination conditions - absolute silence, no movement, only the teacher can talk.

When the present head, Gill Pitt, arrived in 1977 to turn a separate infants and girls' junior school into an all-through primary, there were 14 children in the reception class, and plenty of spaces in nursery. Almost all the children were black or Asian.

Now all the classes have around 30 children, and the school is about to go up to three-form entry. The ethnic mix reflects the neighbourhood much better, and middle-class parents, both black and white, have started to beat a path to the head's door.

Gill Pitt says she came in with very formal instincts. She introduced an optional scarlet uniform, with ties for girls. There's a formal leaver's day, with awards of tiny silver cups, each shared by two or three leavers - the Bene Merente cup, the Victor Ludorum cup, the courtesy cup, and many more. Almost, but not quite all, leavers, have their names engraved on one of them, and can take it home for part of the following year.

But what was happening in the classrooms, though highly organized, was far from formal. "I've been retrained by my staff over seven years of headship", explains Gill Pitt. The school seems to have managed to put the beliefs of advisers and experts into practice to a remarkable extent, particularly in the teaching of language.

English is about reading and a great deal of writing and talking - but there are no reading schemes and no comprehension exercises. A lot of the early reading material is the children's own

stories, dictated to the teacher and bound in large books with large print and the children's illustrations.

The children glow with pride when they read your books. When I was there Kapil, Vivendra and Anil in the top infants had just written a book called *Stories about Indian Gods*. "One day there was a boy and he had a Khanti round his neck and one day there was another boy who was a bully. He did not know that a Khanti was a very special thing that Indian people wear to help them be strong and not scared. So the bully grabbed hold of the Khanti and he tripped over because the Khanti controls the boy and protects him..."

This book, like others, had superb illustrations and the authentic ring of folk tales (see below). Some make good reading by any standard - and are read and enjoyed by other children. The tradition of book-making continues to the older juniors, where quite long books are written.

Each child is supposed to do twenty minutes of formal maths each day, and some silent reading. Apart from that, in the classes I visited, children mainly follow their own projects, with the teacher encouraging them to keep a balance: "It's so easy to steer them it's frightening", said Avril Arnold, teaching top infants. "You can persuade them so easily to move in the directions you want" said Elaine Webb, teaching top juniors, who tries to get children to negotiate their own timetables and evaluate their own work.

What Gill Pitt learned from her teachers - particularly, in the early days, from the infant teachers - was that the process of learning was what mattered, not the product. So, when some top juniors went off to Richmond Park for the day, the thing that most pleased the head and the class teacher was not neatly written folders on the history, flora and fauna of the park, but the way the children had planned, cooked, raised funds for, and generally organized the picnic they took with them, all involving a lot of research, practical maths and problem-solving.

And when the same class had been encouraged to take on some technology the previous term, using circuits and wheels and cogs and levers, the teacher, Elaine Webb, said: "We used a lot of balsa wood, and learnt a lot, but very little was actually produced."

"You have to be confident when there's not always tangible evidence of children learning", said Mary Davidson, who teaches lower juniors. "Learning is blocked when you keep asking for tangible evidence: if the children can't produce what the teacher wants, they begin to think they just can't do it."

The head keeps very close watch on everything that happens, collecting in work from each child every half term, making clear policy decisions. Recently, after giving the staff two years' notice, all reading schemes were thrown out, to be replaced by books chosen on complex criteria drawn up by the staff.

Whether we were talking about the teaching of mathematics, or religion, or the different approaches of boys and girls when they've made a working model (apparently left to themselves boys play with it, learning it great deal in the process, where girls sit down and write about it, learning very little) the thoughtfulness and observation of the teachers I met were very striking.

Over the past years, there has been a good range of school based in-service training for staff. "All curriculum development needs professional input - it can't just be done by teachers. You must give all staff the same grounding, something to talk about and a language to talk in," says Gill Pitt.

The school does not have subject specialists. Instead scale posts are held by heads of year

is good practice, like beauty, in the eye of the beholder or can there be some consensus about it?

This week *The TES* begins a new series designed to highlight those methods, attitudes and approaches now regarded as good primary education.

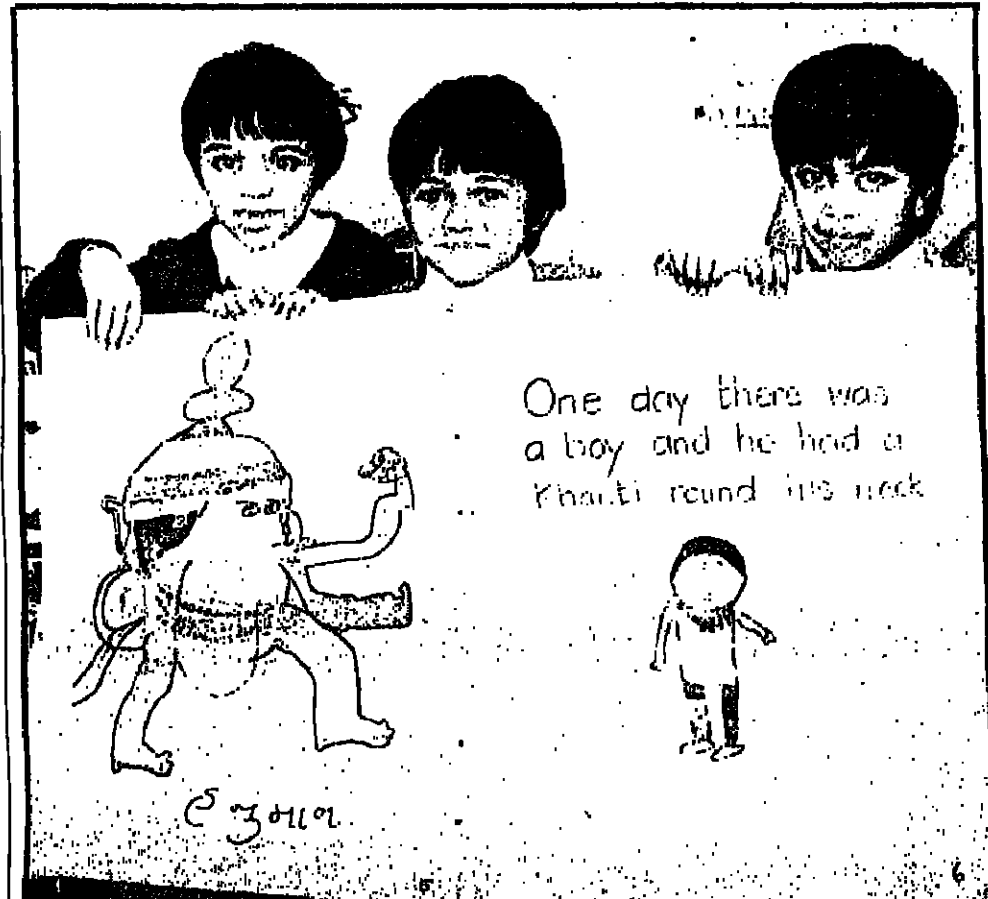
Week by week we shall be presenting portraits of infant and junior schools that are considered to be outstanding in some respect. The first have been recommended by people who visit a wide variety of primaries; other consultants would, no doubt, have suggested other schools.

Readers are invited to contribute to this enquiry:

■ by recommending schools that represent their ideal of good practice;

■ by sending us their thoughts on the ingredients of best primary practice (maximum 700 words).

Suggestions and articles should be sent to The Features Editor, *The TES*, Priory House, St John's Lane, London EC1M 4BX.



Children's own stories are used by early readers (see below)

groups. "If you're appointing someone, first you look at them as a class teacher, next you consider their particular talent", says Gill Pitt. "And it's impossible for one class teacher to do much for a subject across the whole JMI age-range."

All curriculum changes have been based on a lot of discussion, and in-service. When papers are produced, staff are given an hour off teaching to make sure they've all had time to read them. "Unless everyone's committed to a decision, it won't be done."

Gill Pitt says that it takes at least seven years to begin to change a whole school's approach and methods. In the time she's been at Chamberlayne Wood, standards on Brent's reading tests have steadily improved, and the improvement increases as the children get older. The children also performed well above the average on verbal reasoning tests, until the Borough recently abandoned them.

The self-confidence and cooperation of the children in the classrooms and around the school was also striking. The playground, on a windy Spring day, was pandemonium, with a lot of

conflict: out there a lot of the children didn't look at all easy to engage or manage.

Gill Pitt believes that the children are well prepared for secondary school, with most of them able to organize themselves, and some having worked through quite acute emotional or behavioural problems under the school's careful non-authoritarian discipline, and achieved a workable degree of self-control.

"We have very traditional expectations" says Gill Pitt. She says she still feels torn between wanting clear structure, and knowing how difficult it is to combine structured classrooms with active learning by individual children. But she's now confident that "children can't fail to progress academically when they regularly get chances for active learning."

"The quality of the school is based on the talents of the teachers, and the head's job is to develop those talents," she says. "You must have faith in your teachers. Nothing here is hit and miss - the teachers know their children and know where they are and what they need."

The Chicken who lost her Feathers, a story by Avenell Winston and Lucie Webb (top infants at Chamberlayne Wood)

Once upon a time there was a chicken. One day she woke up and her feathers were gone. She called the King and said, "My feathers have been stolen by somebody. What shall I do?"

The King said he would try to find the best feather maker in the land. But the King cheated because the maid gave the chicken's feathers to him in the first place. She had stolen them!

He got the feathers out of the cupboard where the maid had hidden them. He stuck them on his own clothes because they were so pretty. He changed his coat and put the chicken's feather coat in the cupboard.

Then the King went to the chicken and said: "I will send out messengers to look for your feathers. But he was only joking because he

hated bald chickens and he wanted the chicken to shiver and freeze to death and then he could eat the chicken!"

The next morning he cleaned out his fridge to get ready for the chicken. But the chicken had lots of friends. Each one of them gave the bald chicken one of her own feathers. There were so many feathers that there were enough to make an extra coat.

The king was fooled and he went to collect the bald chicken but the chicken and her friends were smart. They had made a dummy chicken. They used the left over feathers and the King cooked and started to eat the dummy chicken at a great feast.

All the guests had the most awful tummy aches and they promised they would never steal chickens' feathers ever again.

كتاب من الأصل

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

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Quality and width

PATRICIA TOD

Colin Lacey (*Never Mind the Quality, Feel the Width*, TES, April 19) views the changes envisaged for university or polytechnic PGCE tutors by the newly established CATE with alarm and despondency. As a recent PGCE mature student trained at Sussex University, and now in my probationary year, I share his alarm at the wish to get teacher training on the cheap, disregarding the quality.

Professor Lacey argues that extending the PGCE course from 30 to 36 weeks with the tutors' already extensive workload, would erode the quality of their research and thus the quality of the course for students who "gain enormously" from active association with the education debates. At the time of training, when classroom survival was our foremost concern, we often questioned the relevance of being involved in the larger educational issues: a year later I am solidly convinced of the importance of this aspect of the course.

Reflecting on the year at Sussex University, the most vital aspect of the course was my tutor and thus my contact with informed debate. In my probationary year I am equipped with a basic set of tools for questioning the school and society I work in, including pastoral care, school management and organization and curriculum.

The inspired English curriculum tutoring provided by Peter Abbs, resulted in a central core philosophy and conviction which informs all my teaching. I know where I stand in the debate on teaching English, can make a response to the recent Department of Education and Science 5-16 document, make an informed appraisal of Terry Eagleton's views given to the NATE Conference (reported in TES, April 19) and above all, know why I am in the classroom doing what I am doing.

The Sussex PGCE course required of me an intellectual rigour and responsibility not demanded in previous postgraduate work precisely because it is not academia divorced from immediate everyday consequences, but is involved in daily pragmatic matters.



My training must thus benefit not only myself, but contribute to the development of both the school I work in and the children I teach.

Where I disagree with Professor Lacey is that I feel that the 30-week course is grossly inadequate. Professor Lacey feels that universities can "do a very efficient job in 30" weeks. Sussex University has a system combining two days a week at University with three in school virtually continuously through out the course, yet even that did not manage to include anything like all we needed to equip us. I do not feel an efficiently turned out product.

Perhaps a further six weeks would fill in the gaps, but I am not convinced. Teaching demands skills of judgement, communication, intellect, maturity, humour, resilience and commitment. It is a positive insult to the profession, to schools and our children to attempt to cram such skills into 30 weeks.

I would like to see the PGCE course extended not by 6 weeks, but by another year. This might give us both the quality and the width.

In response to the second proposal, that university and polytechnic tutors should have "recent relevant experience" in effect that they should teach 30 days a year in school - I would endorse what Professor Lacey says in many ways, but again my angle is somewhat different.

The Sussex system, relies upon school-based student teacher-training; indeed, in schools I have heard frequent ungenerous comments about the "cushy" jobs university tutors have, with years away from the classroom. This may be true in some cases, or due to a misunderstanding of the value of other work undertaken at university by PGCE tutors.

But there seems equally to be a lack of appreciation on the part of the universities of the difficulties encountered in schools responsible for training teachers. There can be an attitude that the university has fulfilled its responsibility for the practical aspects of training by devising a well thought out system. True cognizance of the very real problems experienced by both students and schools seems to be lacking. Thus the student often falls between two stools, each institution believing the other is responsible for offering particular aspects of teaching. In the light for the quality of teacher-training to be maintained, the universities must take on board the problems of their colleagues in the schools.

If it is valid for university tutors to have relevant experience, then it must also be valid that teachers responsible for training students in schools have access to "recent relevant" in-service training in training teachers. Schools are given negligible resources to deal with training students in terms of time-tableing, staffing, money or skills acquisition. So students learn in a haphazard way.

Despite training in a school which took its role seriously, it was this aspect which was the weakest of my training; much was learnt by error and trial, even though both the school tutor and curriculum teacher tutor carried out their obligations to the best of their ability. They were simply not able to give the time or expertise to the job.

Patricia Tod now teaches in West Sussex.

Classroom credibility

BERYL PRATLEY

If the mistakes and deficiencies of teachers could be avoided by their having a clear concept of themselves as educators, or clearing themselves of emotional prejudice (John Wilson, TES, April 12), then a teachers' course might well consist of several months' reading and guided meditation.

If mistakes and deficiencies are to be identified with lack of experience, the longer-serving teacher ought not to have many problems. The suggestion that teacher training should be put in the hands of the schools, which Mr Wilson rightly criticizes, is itself a criticism of the departments and colleges of education which are turning out their graduates only partly prepared for the colossal task that confronts them, namely that of being a good teacher. If the colleges can't get it right, the argument suggests, let's see if the schools can do better. At least then the trainees would be confronted with reality. As John Wilson says, the schools have quite enough to do already.

The remedy is in the hands of education departments to ensure that their credibility level is raised. They should not allow themselves to be open to the charge of being staffed either by

failed academics or failed teachers. The measure which would do most to improve this credibility would be for tutors in the departments to have a regular teaching commitment in a school, and to be observed in practice by their own students. They would then be able to demonstrate their teaching techniques in a live and risky context, and simultaneously be able to show to their students the way in which their self-concept as an educator affected this technique.

For it is technique, rather than experience or theory, which is missing from the shorter courses for teachers, notably the post-graduate ones. This seems to be because the pressure on time produced by long teaching practices, and the need for a theoretical underpinning to the course, squeezes out the development of technique, which needs concentration, practice, guidance, and time. Competent teachers can be trained by other competent teachers. The suggestion that teacher training should be done in schools contains the assumption that the competent teachers are in schools rather than the departments of education.

Of course Wilson is right, the training needs to be conducted in a separate institution. It would not be safe to identify a school as a "training" school because of its practices and values. But the trainers can improve their street credibility in a number of ways:

1 Get into a school and carry on teaching. Make mistakes, retrieve the situation, show your students and your colleagues that you can manage the learning situation of a large third-year class as well as that

of graduates who will in any case exert their power to absent themselves from your class if you do badly.

2 Demonstrate that you have a concept of education which illuminates your own practice, even if it is not a consensus concept. There must be a number of acceptable ways of being "a good educator."

3 Buy time. Align the college year more closely with the school year to produce several extra weeks, so that trainee teachers with work, and school teachers with work, can be prepared.

4 Create a partnership of teacher-trainers and schools, by making them jointly responsible for the probationary year. The young teacher would then get real support not only in the particular content of his or her first school, but also from someone who is distanced emotionally and professionally from it.

5 Concentrate research activity on action research which will illuminate the training of teachers in their multiple roles of counsellor, instructor, model adult, adviser, materials maker, and the rest.

The students could also contribute to this raising of credibility. Admittedly experience counts for something. Wouldn't it be useful to exclude from teacher training courses anyone who had not had some experience of work outside education?

Beryl Pratley is vice-principal of the Abingdon College of Further Education, Oxfordshire.

Who needs whom?

HAZEL DURBRIDGE

Because of the industrial action last term, many union members did not take part in the usual round of parents' evenings and there were many who signed with relief. Parents' evenings, especially if you live outside your catchment area, tend to mean a day that starts at 8 am and ends at 11 pm when you arrive home in a state of nervous exhaustion. I am generally so hyped up it is difficult to sleep until the early hours of the morning and then am tired again the next day.

Like others, then, I felt relief at first, until I asked myself: "Just how important are parents' evenings to us as teachers and who will we suffer if the

industrial action continues?" Is this just another area where we are hurting ourselves rather than making an impression on those who could alleviate the diabolical position the profession feels itself to be in?

When I asked other teachers what they thought of parents' evenings they all said they never saw the people they wanted to see. Few teachers ever found out anything they did not know before. Maybe because I am younger and less experienced, or just more honest, I would say there have been times when I have been shocked by a parent and have learnt a lot more about a child as a consequence.

Although these experiences are professionally invaluable, they are not what I miss most about parents' evenings, however. When day after day you see the same children, then however committed you are as a teacher they become a group and the individuality of one thirty-fourth of that group lessens. I need parents' evenings to jolt me back into appreciating those indi-

vidual needs.

Understanding their parents' lives and being really moved by the aspirations of a child as voiced to the parent, or the fear that you do not like them, always brings me back to the roots of what teaching is about - people, communications and trust.

I always feel very humble after a parents' evening, but also full of new ideas about how to get through to a child. I also always feel elated because parents who do come often have done so in order to thank you. And their appreciation, as much as the pupils which tends to come after they have left, really makes me feel I am in the right job.

Like many others I feel we deserve a decent wage for the increasingly difficult job we do. But at a time when staff-room morale is at its lowest ebb, the last thing I wanted to lose was parents' evenings.

Hazel Durbridge teaches history at Hushley Meads School, Herefordshire.

Home truths

MARGARET CLARK

I found a great deal of the content of *Home Economics Extra* (April 19) disturbing and sad. Having been involved with the subject for 30 years, as teacher, adviser, writer and now head teacher, I believe that the strength of home economics is in the uniqueness of what it can offer.

Home economics teachers have, I believe, always suffered from uncertainty, inferiority complexes and unfair treatment; a degree in the subject came very late, and the academic respectability, for which they have always striven, is still not a reality. I'm a bit worried that it isn't. I believe the subject has so much to offer in its own right that its value is not diminished by this lack.

Its unfair treatment stems from a failure to fund this subject in the way all other subjects are funded - contrary to the 1944 Education Act. Our hands have always been tied by the need to sell what we create, or even to be the wishes of what parents or pupils are prepared to buy.

For these reasons teachers have diversified and we've ended up with four subject areas. Home economics teachers have felt very threatened as shortage of money diminished the possibility of time per session, and shortage of practical work. What emerged were studies such as "home and family" which is surely social studies area and almost identical in

syllabus content, and "child care and development" which is, in my view, far too important a subject area to be in any option group. As a preparation for parenthood, this should surely be part of life skills and a compulsory study for both sexes. There are few areas of our lives where more mistakes are made, and ones not easily rectified - as we who teach disturbed children know to our cost.

I wonder how many home economics teachers really wanted to diversify in these areas or has it been a case of survival? As a nation we have never valued those with skilled hands, those who create, those with practical expertise. The assumption has been that creativity could be achieved without a measure of intelligence or intellect. You think or you do. The thinkers are valued and the doers are taken for granted. In a sense this - on a national scale - has undermined our economy. Such family firms as Phillips or Wedgwood began with great skills, ingenuity and creativity. Having made their money, their future families went to public schools, Oxford and into the City. Gone was the time when they needed to dirty their hands - and so Phillips was bought by the Dutch and Wedgwood changed hands. Look at our industrial base now!

There has never been a time when skilled hands were so badly needed. Some of the openings for our young people are in the leisure industries and in the tourist trade. The skills learnt in textiles and fashion lessons can lead into industry and on the way there, give enormous joy in creativity, and pride in, for example, garment making and wearing.

Similarly food and nutrition lessons; nutrition is taught not theoretically, but with more than acceptable end results. Nutritional Science is not the answer to the shortage of our materials

for our unique part of the curriculum. Our skill in the preparation of food is of immense importance, and again allows for the sheer joy of creativity.

The snide references in the "Extra" to jam roll polys, Victoria sponges (I think they meant sandwiches) and symmetrical scones were not worthy of the writers. Once again food preparation must be part of the wider aspects of this side of home economics but it is after all our unique contribution, and the skills learnt can lead - as with textiles and fashion - into industry and worthwhile employment. Moreover they are worthwhile in themselves for the pleasure and satisfaction they give.

Nearly all the "new areas of academic theory", mentioned with such pride by some of the writers - biochemistry, economics microeconomics, energy studies and even role play - are already being taught in other parts of the curriculum. That doesn't mean that where relevant, we fail to include them, providing we are sure they are not being repeated, and are not being expanded, at the expense of our unique contribution.

With a subject as valuable, as universally enjoyed as is ours, does it really matter about a level? Let's take on the new without discarding all that is so intrinsically valuable about the old - indeed let us take pride in the uniqueness of our subject, in our skills, and in our creativity. Let us stop making damaging comments about "dinosaurs" - we do not and have never deserved such remarks. As for Julie French who boasts she cannot cook - does that make her a better home economist?

Margaret Clark is head of Manning Comprehensive, Nottingham.

Review

Responses to Literature - What is Being Assessed?
By John Dixon and John Brown
Schools Council Publications. Part 1: 0 901 681 81 4. £4.30 inc p&p. Parts 11 and 12 (combined): 0 901 681 82 2. £6.70 inc p&p from the National Association for the Teaching of English, 49 Broomgrove Road, Sheffield S10 2NA.

Pity our poor children! Wrenched from their mothers' arms at the age of five, sent to sit in crowded classrooms to be rebuked and reproached by strangers, to suffer the daily humiliation of comparison with their peers, to have their personalities charted and their abilities defined! (Tell a teacher a dull child is bright and by the end of the term that's what it will be. And vice versa. Tests prove it.) Compulsory schooling of punctuality and attendance - now machines have taken over these skills, could we not all be spared this dismal beginning to our lives?

This intemperate and ill-considered outburst is provoked by the publication of *Responses to Literature - What is being assessed?* - a Schools Council Publication distributed by the National Association for the Teaching of English. (I myself would put it in an apostrophe - this Schools Council; is it not a council of schools? But there).

Our heroic lower-school survivors, our 16 to 19-year-olds, have now another burden to bear. From now on they are expected to be obsessed by this haunting in their answers to a Level Eng Lit exam questions, they will - or so the authors of the report, Mr John Dixon and Mr John Brown, very much hope - henceforth be upgraded; if they can offer evidence only of having been taught, or having learned by rote, they will be downgraded, no matter how many apt quotations they throw around. If the pupil cannot demonstrate a "sense of inner possession" on reading, say, from the opening scene of Pinter's *Homecoming* (a set text):

Max: Where's the scissors?
Lenny: Why don't you shut up, you deaf prat? or

Lenny: Plug it, will you, you stupid sod!
Max: Listen! I'll chop your spine off... (which proves to me no more than it's rash to include drama, however stunning, within the term "literature") he or she will not get good enough grades to go to the university of his/her choice; or indeed, the times being what they are, to University at all. The course of his/her life will go differently. Our young people must know how to sit up at night, not just learning, but endeavouring, with the imperfect writing skills at

their command, to make what is essentially inner and private, public: to force yet more that delicate growth - the true appreciation of literature - and in so doing quite likely put an end to it altogether. (Only 96 out of 800 O level students of Eng Lit, in a recent study, said they'd read any more poetry after leaving school. I'm surprised the figure is as high as that. But some people will say anything to please).



Persuasion, with pain

Fay Weldon calls for the abolition of literature exams

For the purposes of this publication (Part 1)

Dixon and Brown assembled a panel of examiners, professors and teachers and bid them set aside their traditional marking habits and simply search for detailed evidence of the quality of reading. They marked seven essays, conferred, marked again. Some of the panelists could change, some couldn't. Some saw no need... "I found no difficulty in sorting these seven out," said one, indignantly. "The ones on the poets were unmitigated codswallop." (Do you want

your child taught poetry by this man?) For the purposes of Part 2, Dixon and Brown dissect "evidence of appreciation in pupils' course work", and in Part 3 they provide a corpus of students' essays and readers' commentaries. This latter I recommend to any eager A level student. Get hold of it (if they'll let you). Learn the new vocabulary of true response.

Now, do not misunderstand me. It is to the credit of the Schools (Schools') Council that they have taken their responsibilities seriously, and have attempted to assess exactly what it is they are marking in this impossible subject; and it is greatly to Mr Dixon and Mr Brown's credit that they have grasped the nettle of confusion and produced so intelligent, thorough, sensitive and humane a report. For it is. And without a doubt, those few pupils who - on the internal evidence of this publication - respond with their souls (for this I think is what the authors are trying to say, but hardly like to) rather than their heads, to poetry and prose are the ones who should rise to the top and get to university - (some 4 per cent of A level Eng Lit students go on to take Honours in that subject) - and those who mark examination papers should indeed be trained to single these paragons out.

No, my quarrel's with the colonization of writers for the profit of examiners. Take this cry the teaching profession, backs to the walls themselves - I do not doubt that most would rather simply import enthusiasm for reading than oblige their students to dissect texts for outside examinations - hurrying at the young mind Porter's *Anatomies of Auschwitz* - take that! as *The Rainbow* bashes urgently through their heads - and this! and that! - painfully, painfully drilling in *Persuasion*, and crashing their heads together with *Crow* - now we'll examine you, test you, cast you out, find you wanting, reject you. Failed! Negative evidence! An O grade and think yourself lucky. Bye-bye. Out, unqualified, into the world.

This is not, surely, what Pinter meant, or Porter, or Lawrence, or Austen, or (I hope) Hughes. This struggle and anxiety, this win or lose, is not the fit end of literature. Nor do I believe that the John Dixon and Brown, by shifting the balance of sincere response, will do much to help. They are merely the latest in a long line of distinguished worriers - the Newbolt Committee, 1921, the Norwood, 1943, the Bullock, 1975 - all complaining of much evidence of unassimilated and therefore insincere criticism by pupils - but none able to take the advice of the headmaster of Sherborne, in 1920, that examinations in literature should simply cease.

Windsor to Westminster

Peter Clarke on political life in the Thirties

The function of the Labour Party in its early years was to elect trade union officials as MPs. Only after the First World War was its parliamentary representation broadened to include also a number of class traitors from the upper reaches of society. They were, not unnaturally, an odd bunch: sponge-bag trousered philanthropists who had turned against the conventions of their own upbringing. Hugh Dalton had turned with a vengeance, and it was often remarked, that he proceeded to exact that vengeance, that his hatred of the rich seemed more obvious than his love of the poor. Brought up in Windsor Castle, where his father was Canon, educated at Eton and King's College, Cambridge, he became the most egalitarian Chancellor of the Exchequer to date, imposing taxation for redistributive purposes with a song in his heart.

Dalton's social background set him apart from his colleagues in another way, of professional interest to historians. Many Labour leaders ingeniously equated their own rise in the world with the triumph of their class. Contact with royalty produced a peculiar thrill, recorded in memoirs with titles like *From Workman's Cottage to Windsor Castle*. Their own papers, moreover, often include little but souvenirs of great occasions. Dalton was beyond such sentimentality. On his father's death he disposed of the royal keepsakes for what they would fetch - apparently to George VI's displeasure. But what he did faithfully keep, in both senses, was his own diary. It is this above all, which has enabled Ben Pimlott to write a biography of surpassing quality.

This is a long book but an enthralling one. Built around a core of Dalton's own voluminous papers, it uses other private collections as well as the public records of Dalton's ministerial career, and draws upon oral recollections to supplement a formidable range of published works dealing

with this era. The result is an authoritative account of Dalton's life and times, executed to high professional standards. More than this: the book is vitalized by passion and by insight.

The passion is largely political in thrust. The author clearly approves of Dalton's steady efforts to give the Labour Party a moderate, coherent and effective stance. The moral for the present is implied if never proclaimed. The insight is chiefly personal in focus. Pimlott extends his sympathy to Dalton often enough, but it is an imaginative sympathy, seeking to recapture a flawed personality, rather than an indulgent partisanship. He shows us the worst of Dalton even when professing to think the best. "You can't talk candidly about Dalton," one friend is quoted as saying, "without describing him as, in a sense, a monstrous figure." The awkward Etonian who resented not being elected to Pop, Rupert Brooke's undergraduate friend who got the cold shoulder, the professional economist who felt slighted by Maynard Keynes, the dotting elder statesman whose advances were rebuffed by Tony Crosland - the ages of man were played out with a grotesque amalgam of bravado and pathos.

Dalton's emotional life was stunted by an intensely private bereavement - not the death of Rupert Brooke, to which he often adverted, but that of his own little daughter Helen in 1922. Did it happen because Hugh and Ruth Dalton, that busy Fabian couple, were off fighting the Cambridge election? Ruth, at least, could never get this out of her mind. Their marriage - otherwise childless - became a partnership for public ends with a nightmare tragedy haunting it down the years. Perhaps it helped make Hugh unusually dependent upon political life in recompense. He sought comradeship, especially with personable young men who, could, accept his patronage.

markets, the Labour Party needed a firmer grasp upon economic theory. Elizabeth Durbin has seized her opportunities well, not only as an economist who understands the important arguments going on at the time, but also as the daughter of Evan Durbin, with access to the records and recollections of his circle. "This study," she admits, "began as an exploration of my own intellectual roots." She has, however, not only demonstrated the importance of her father's work but maintained a fine discrimination in assessing it. The outcome is a cogent account of the Labour Party's economic thinking in the era of the Keynesian revolution. It shows how early the New Fabian economists accepted expansionary policies based on a new sort of macro-economic analysis. Conversely, it shows also the limits of their assent to the *General Theory* and the differences between them in this respect. Whereas Meade was fully Keynesian, and Jay a ready convert, Gaiskell and Durbin continued to stress the importance of institutional changes rather than what they saw as short-term unemployment measures.

If a young man like Durbin could not simply be described as a Keynesian, it is not surprising that the reservations of Dalton ran deeper still. By the time Dalton went to the Treasury, Keynes had become a major influence upon Government economic policy. The new Chancellor, however, was not a Keynesian in his conception of budget-making, and still thought in terms of balancing the Government's books rather than regulating effective demand in the economy as a whole. The four Budgets he presented reflected this view. In the end he presented one too many - in November 1947, leading to his resignation. An accidental disclosure of his measures was the occasion but hardly the full cause of his demise, as his diary serves to indicate. By 1947 Dalton's day was done - "I am amazed how we all keep going somehow," he had written - and he appears as man waiting for an accident to happen to him. He accepted his fate and thereafter took a connoisseur's pleasure in making way for younger men, many of them of his own schooling.

Adult to Vocational

John Eggleston on £1,100-worth of educational lore

The International Encyclopedia of Education. Edited by Torsten Husen and T Neville Postlethwaite. Pergamon £1,100.00. 0 08 0281 19 2.

There are many ways of leaving a monument to posterity and many of them are in education. One can found research institutions, build and endow schools and establish great libraries and colleges. Robert Maxwell has chosen to do it in a different way: to initiate and publish an International Encyclopedia of Education. Now, after years of prodigious toil by literally thousands of academics, information technologists, editors and technicians, a product has been unveiled in the United States and the United Kingdom. Edited by Husen and Postlethwaite, the 10 splendidly produced volumes embrace over 4,300 subject areas in 1,448 articles ranging from Abilene and Aptitudes from California to Zoology. Educational Programmes from Jerusalem.

The vast cross-referenced index volume, running to 420 pages, is itself a major work which could well stand as a reference volume in its own right. Other encyclopedias of education may exist; this is by far the most ambitious yet.

The encyclopedia is designed to respond to the "knowledge explosion in education". It covers 17 major areas of education: adult, comparative, counselling, curriculum, economics, evaluation, higher, policy, technology, pre-school, research, national systems, pre-vocational and industrial. There are also "state of the art" articles on sociology, philosophy, law, anthropology and politics. The volumes try to do more than present information; they also endeavour, with varying degrees of success, to evaluate it and identify future areas of research.

After sampling many entries there is little doubt that most contributors have addressed themselves to their task with thoroughness and academic capability. Volume 4 (C-E) is typical. It begins with a tough and rigorous 10 pages on Factor Analysis by Specialist of Sydney followed by three more by Lohmes of Buffalo on Factorial Modelling. Then come five lengthy sections on family (Family Counselling, Family Influences on Human Development, Family-Life Education and Family-Life Education for Adults) all by North

American contributors. We then proceed to Farmers' Education and Economic Performance, Fathers' role in Human Development, Female Labour Force participation and Education and Field Dependence all by United States contributors. After this Postlethwaite weighs in with a co-author on Fiji: systems of education.

This selection illustrates some of the characteristic problems of all encyclopedias; they have not been solved in this work and probably cannot be solved. They include the sheer arbitrariness that is essential in breaking down large subject areas. This, coupled with the idiosyncrasies of labelling, leads us to a collection in which the entry on Female Labour is divorced from Women's Studies and Women in Education (which occur in volume 9) and from Sex Equity in Educational Employment and Sex-fair Counselling (which occur in volume 8). Other problems include the need to include areas of extreme minority interest and the massive overkill required in sections where the majority of readers only want to know a little about a subject. There is also the preponderance of Anglo-Saxon contributions which characterizes most other compendia written in English.

Other predictable difficulties are notable. There are one or two strange omissions. For example there is no entry for technological or technology education (as opposed to educational technology) except for the briefest mention within Science education: secondary school programmes. Personal and social development also escape specific mention. Yet there are no fewer than nine separate sections devoted to Textbooks, all but one contributed by the same author. In an encyclopedic encyclopedia it is also surprising that there are only two sections dealing specifically with issues of multicultural education, one written by the ubiquitous Murray Thomas (author of 27 contributions on different topics throughout the volumes). This seems to be considerably at variance with the other very brief, adjacent section on this subject by James Banks.

But the most striking overall characteristic of the volumes is represented by the entry Fiji: system of education. This is one of 160 country entries describing educational systems large and small. Benin and Burundi and both Yemens each have their own

section along with Guadeloupe and Martinique, Rwanda and Seychelles. These entries are of mixed quality; many are written by civil servants, some of whom are clearly writing only what is officially sanctioned and, one suspects, what is politically acceptable to their masters.

It may be of course that these entries serve another purpose. It is likely that each country, however small, will be inspired to pay the high price for one or more sets of an encyclopedia which features their system in a major contribution. This could, in part, account for the remarkable way in which Pergamon, before publication, sold sufficient sets of volumes to recover their enormous financial investment in the project.

Inevitably, a review of so major an enterprise must consider the major question: is education an appropriate subject for an encyclopedia? Whereas there are worldwide consistencies in the treatment of the natural sciences and even in the examination of natural history the practice of education is so largely determined by local history, culture, politics and economic systems that relatively few generalizations can be made. Moreover, many aspects of education change so rapidly that they must overtake even the most rapid production schedule of a work of this kind. In this connection it is notable that virtually no references exist to any documents published since 1981. An encyclopedia of education is, at best, an incomplete and ephemeral instrument. Yet, despite these reservations, there is no doubt that the complete work will make a major contribution to the understanding of education and will certainly be recognized as the major encyclopedia in its field. But, like most others, it will be of the greatest use in North America, of fairly considerable use in England (slightly less in Scotland and Ireland) and be somewhat marginal in its usefulness for the readers in Togo or Tonga and many of the other countries dignified by a country entry.

Reference books: further reviews of the latest encyclopedias, dictionaries and atlases on pages 45-52



Croft near Braemar, Auchallater - from Robert J Natsmith's Buildings of the Scottish Countryside, the results of a survey for the Countryside Commission for Scotland (Gollancz £12.95, 0 575 0383 5).

Orwelliana

Orwell: The War Broadcasts. Edited by W J West. Duckworth/BBC £12.95. 0 7156 1916 0 and 0 563 20327 7.

The Orwell industry was given a great boost by the passing of the year 1984. Apart from the obvious phenomena of an increase in the media coverage of his life and work and in the sales of books by and about him, there have been more interesting developments - the preparation of expensive new editions of his published writings, and the discovery of some unpublished writings. W J West in particular, unearthed from the BBC archives much of the material Orwell produced (in various senses) during his time as a talks producer in the Indian Section of the BBC Eastern Service from August 1941 to November 1943.

This material is certainly interesting, but not nearly as exciting or significant as West claims in the detailed editorial apparatus (preface, introduction,

notes, appendixes) to *The War Broadcasts*. A companion volume of Orwell's weekly war commentaries will be published later under the misleading title *Through Eastern Eyes*. The present volume contains the following items of Orwelliana - a dozen broadcasts edited and introduced by Orwell, and four adaptations of his letters by Orwell; and 100 pages of broadsheets he was working on, mostly as trivial as such stuff usually is. Admirers of Orwell or students of the Second World War, and who people as journalists and broadcasters, will enjoy the book; but most of its contents have dated badly, and West's attempts to find in Orwell's BBC experience the germs of both *Animal Farm* and *Nineteen Eighty-Four* are self-defeating. Unless careful quality control is applied, the Orwell industry is in danger of collapsing through over-production.

Nicolas Walter

The Great White Chief

Educator Extraordinary: The Life and Achievement of Henry Morris. By Harry Rée. Peter Owen £7.95. 0 72106 0700 0.

Hard on the heels of *The Henry Morris Collection* (TES, March 29), in which Harry Rée put together the odd papers, reports and articles left by his hero, comes a very welcome reprint of the biography he published in 1972. Morris's achievement was remarkable, pushing a rural education authority into setting up the Cambridgeshire village colleges and thus inspiring the whole movement for community education.

He worked in a period of just as much financial stringency and official philistinism as our own and it is remarkable how many ingenious ways in which he raised the cash and generated the enthusiasm to transform

the county's education system. With this enormous drive and dynamism went the high-mindedness that so often accompanies this virtue. As John Watts recalls, "We worked in awe and fear of him. He was unpredictable, hawk-like in his visitations and merciless in his wrath if his eye was offended. The word would go round: 'Henry's on his way out'."

"It was the same back at Shire Hall. 'Someone would look out of the window and say: 'He's here', or 'His bicycle's in the rack', and backs would straighten, footsteps quicken and voices become quicker and more alert', and someone would warn, 'The Great White Chief's in'."

Harry Rée is much too honest and has too much genuine affection for Morris to conceal the less agreeable aspects of his character. The result is an absorbing book.

Colin Ward

PAPER BACKS

Willehelm. By Wolfram von Eschenbach. Translated and introduced by M E Gibbs and S M Johnson (Penguin Classics £2.95. 0 14 044399 1). This edition will be applauded by students of early German literature. The prose version reads well. There are notes, an index of names and places, and a short bibliography. The two scholarly introductions discuss a great many of the problems raised by the work.

The Poems of the Cid. Parallel text. Translated by R Hamilton and J Perry (Penguin Classics £2.95. 0 14 044446 7). The republication of this scholarly edition is a welcome event. The notes have been cut to the minimum owing to printing costs; but what remains is clear enough of the difficulties to

make the translation appealing, when read simply for enjoyment.

The Friendly Young Ladies (Virago Modern Classics £3.50. 0 0 86068 525 X), reveals the earlier face of Mary Renault. Readers accustomed to her scholarly historical novels, inflamed by love of Ancient Greece will find it strange. It is one of four books written when Mary Renault was a nurse and shows a nurse's clinical attitude and the author's obsessive interest in groups of androgynous young people and their tangled relationships.

Although The Friendly Young Ladies, their chosen way of life and even their circle of friends, are vividly portrayed, the style of writing is often turgid and the narrative too frequently interrupted. It is not easy to read, and the end is highly improbable. Even the author admits she would change it if she wrote the book again.

Cecilia Gordon

Charlie hits the target

Charlie Not-so-good Plays Football. 0 948103 00 0 Goes BMX Biking. 50 7 15 9 Goes Swimming. 10 8 By Geoff Wright. Frank Coleman Ltd 75p each.

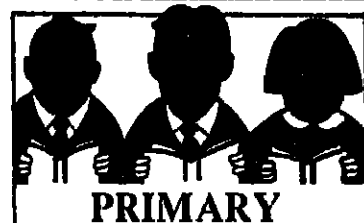
Children are interested in sport, a simple truism which attracts the attention of many authors and publishers. The problem with many sports books for children, though, is that they patronize. Children are quick to sense when they are being "kiddied", which is why they avidly snap up my cast off cycle racing magazines even though they are full of small print and tabulated results.

This series is directly aimed at young children and thus has to work hard to avoid talking down to its audience. On the whole, I feel, it succeeds in this, mainly because the author tells the reader things with the aid of a youthful ingenu called Charlie Not-so-good - a

very refreshing change this from the kind of book which enrols megastars to give basic tips.

Most children will turn first, I suspect, to the *Football* book. In it, we meet Charlie, who demonstrates an engaging absence of skill. Instead of turning to piano playing and futile daydreaming, however, which is usually the exact opposite of what is intended, Charlie perseveres with coaching and practice, and eventually flukes the winning goal in his first match. The story is told with directness and a sympathetic ear, and there is a modest injection of factual information about the laws of the game.

The other three are very similar. In *American Football* Charlie gets mixed up with some young players on an American airbase and ends up scoring a touchdown while fleeing from imagined pursuit by the Base Police. *Goes Fishing* has a lot of basic information about angling, and in the end Charlie catches a bigish roach. *Goes*



Swimming will be particularly helpful. I think, to those children who are actually afraid of the water, for Charlie starts off terrified and has to be coaxed into the learner pool by his dad. Every school has one or two children who could be helped by reading this book alone.

I was a bit unsure about *BMX Biking*, which does not attempt to look at BMX as an organized sport, but rather deals with it as an informal activity involving stunts. Most children ride their BMX bikes on urban streets, of course, but the book begs this question by setting itself in the countryside, so that we are treated to the very improbable spectacle of this essentially urban street activity being carried on in the middle of a field.

This is an attractive series of modest but effective little books. A further seven titles will appear in the summer.

Gerald Halgh

Bullseye

What are Computers? 0 85078 460 3. The Micro 0 85078 461 1. Living with the Microchip 0 85078 462 X. Computers in Action 0 85078 463 8. All by Sharon Elliot. Wayland Discovering Computers Series £3.95 each.

The early batches of children's books about the computer were largely untainted by the skills that children's information book editors had honed fine on more traditional subjects, but, of late, the computer knowledge and the editorial skills have met to provide useful books for the very young and for the beginning secondary age groups.

This set is worthy of notice for aiming at a first year junior readership and hitting the bullseye with direct information. Both pictures and text are clear, informative, and contrive to be accessible without any of the sense of talking down that it is so easy to slip into for this age group. We would not quarrel with any of what they say, though we may sometimes disagree.

Living with the Microchip is particularly to be commended for introducing fairly a fair range of the areas in which computers will affect our lives and the

organization of the society we live in. Those wishing to start discussion in small groups will find many starting-off points here, with questions raised rather than answers given.

The only disagreement on content we have comes in *What are Computers?*, where the author is so concerned to demolish the more science-fiction tales of electronic brains, that the unintelligent behaviour she limits her cartoon robot to is absurd. By adding and comparing, computers can solve problems of the "Put the red cube on the blue triangle" kind, and a robot as sophisticated as the drawing suggests might well be able to use such skills to escape from a fire. We are agnostic as to whether or not computers may, at some stage, behave interestingly enough to be reckoned to be intelligent, but underlining what they can do today is counter-productive, for the reader will soon come across reports of machines that break out of the limited case these books put them in and will not know whether or where to draw sensible boundaries.

It is now standard for secondary and upper junior information books to have a glossary and a bibliography; less common at this younger level. These books have, and point the reader, or the teacher or parent, to sensibly and eclectically chosen sources of further information.

John and Audrey Laski

Environmental starters

Ourselves 07175 12991. At School 13009. Families 13017. By J McArthur, I M Graham and M C Macaskill. Hulton Starting Points Series £1.65 each.

As long ago as 1978 HM Inspectorate observed the lack of consistency and continuity in that mixed bag of knowledge, skills and attitudes which has been variously labelled geography, history, humanities, social studies or environmental studies. Since that time an increasing number of authors has been striving to produce material which possesses continuity and consistency in reality as well as in rhetoric. This new series is one such example.

Starting Points has been designed as a foundation course in environmental studies for children between the ages of 5 and 13 and therefore, unusually, offers material for use in infant class-

rooms. In fact the bulk of the later books has not yet been published so this review is concerned with only the three books designed for the younger children from five to seven years of age.

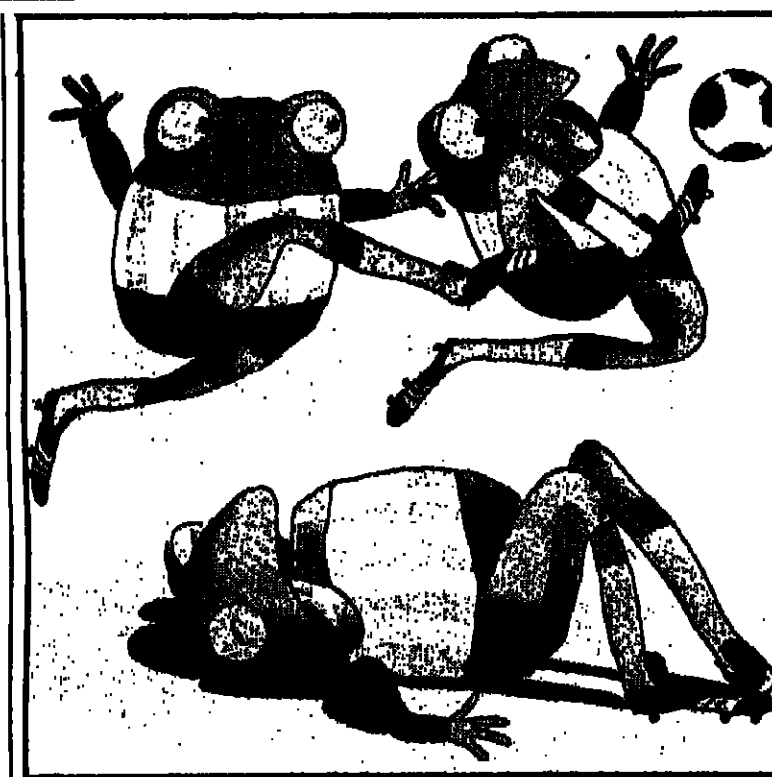
The series is built around three themes - needs, communications and responsibilities - which occur in each of the levels. In effect the infant years are treated as a single level which proves to be an excessively bold move and so *Ourselves* is concerned basically with "needs", *At School* with "communications", and *Families* with "responsibilities". There is a proposed Teacher's Book to be published in 1986.

Fundamentally, the broad structure of the series is very sound, and reflects well the sort of themes which are often used by teachers of infants. The books are well produced, each containing 16 pages of activities and printed in full colour with bright and attractive illustrations. Unfortunately, these particular examples from the series have grossly overestimated the abilities of infant age children and would probably be unusable with children of five or six years of age because of the large amount of reading required and the crowding of the questions, none of which is numbered. For example, page 8 of the first book, supposedly for five year olds, contains 17 questions or activities.

On the other hand, all the activities are conceptually sound and every page contains something which will be useful to the educational development of a child. It is merely the supposed age of the users which is rather optimistic and certainly all three books would find a place in many top infant or first year junior classes and would be of value at that stage. This would be the case particularly if the rest of the series was to be used with older children.

It is unfortunate that the Teacher's Book is not yet published because the teaching of environmental studies in the early years is much more than the simple provision of a text for use by children. One can only hope that the Teacher's Book will provide detailed guidance concerning classroom organization and teaching technique which will allow the books to be firmly placed in a context of teaching as well as learning.

Paul Harling



The first six titles of Granada's Help Your Child To Count series are now available in a single volume, Freddy Frog's 1-2-3 (£6.95)

The Fabian tradition

Educate, Agitate, Organise. By Patricia Pugh. Methuen £16.00. 0 416 39080 3.

The Fabian Society celebrated its hundred birthday in November 1984, and Patricia Pugh's official history is an entirely appropriate birthday present for such an organization. It is sober, accurate, thoughtful and a touch anxious; it acknowledges the somewhat battered state of the Fabian Society today, depleted as it is by the departure of so many SDP supporters, but is not wholly got down by it. As Fabians have often done in dark moments in the past, they and their chronicler comfort themselves still with the thought that government in a complicated industrial society can't go on forever being a matter of faithful arms and intuitive leaps; the thoughtful and the sober must surely get a look in before dogmatism and windbagery have reduced Britain to a banana republic which can't grow bananas.

Looking back to the launching of the Fabian Society, we are prone to think that the organization must have shared Sidney Webb's massive confidence that history - perhaps even history - was on his side, and that social justice, recruitment according to education, and promotion according to function really were going to replace the chaos and injustice of capitalism. The truth is quite otherwise; the society staggered into existence, was perpetually broke, invariably quite unsure of its aim in life, decidedly wobbly in its search for allies - the standard histories may tell

us that Fabianism provided an English and empiricist alternative to Marxism, but early Fabians were friendly enough with the Social Democratic Federation, and the Society was ready to support all manner of parliamentary candidates. Webb's doctrine of permeation presupposed that there would not be a socialist government - and, indeed, by the time the first Labour government came into existence in 1924 Webb was unsure whether the ought to take part in it, though not, of course, because he has lost anything of his socialist faith.

The happiest years of the Society's life seem to have been the decade before 1914 and the 1950s. Before the First World War, the rise of the Labour Party began to give the Fabians some reason for imposing on itself the self-discipline that the intellectual boiler room of a socialist party would need; but the entire social and intellectual climate was also in its favour - the high tide of reformist and welfare Liberalism was a happy time for young educated middle class people who enthusiastically for social improvement now allowed them to swim with the tide. Patricia Pugh's account of the Society is never racy, and H G Wells appears here as organization man rather than ladies man, but even this official account of Fabian summer schools and Easter conferences acknowledges that more than one school was asked not to come back next year by landlords scandalized by late night bathing and an eccentric enthusiasm for exercise. But the Society managed to employ the energies of the young in

research and publicity, as well as country-dancing.

The interwar years were not happy; the Fabians went down with the Labour Party, but also found themselves more broke than ever, riddled with dissension - much of it provided by the engagingly utopian views of G D H Cole - and somehow out of touch with the young. This wasn't remedied until after the war, when the generation of Tony Crosland and Shirley Williams came to prominence. The 1950s and the early 1960s were happy years, because it looked to everyone - even the Tories - as if success in government was a matter of good good a grip one had on economics, and how much energy one could bring to the agreed task of extending and improving the welfare state.

Life since then hardly needs rehearsing; Fabian steadiness and readiness for the long haul have been unfashionable qualities in Bennite and Thatcherite Britain; and the arrival of the SDP has torn the Fabian Society right down the middle. Last year's volume of *Fabian Essays in Socialism* was a break with Fabian tradition in two ways - uniquely, it appeared when it was intended and without several changes of editor, but it was also a rather chastened, hesitant piece of work. As a intellectual merits - but I think one could objectively observe that it did not share Webb's conviction that history and Socialism were advancing hand in hand.

Alan Ryan

CHILDREN'S LITERATURE

Audrey Laski rounds up the paperbacks

adventure, in effect a short programmed book. This leads me, alas, to what must be Puffin's most shameful enterprise ever, the *Starlight Adventures* of which *Star Rider* (Carole Carreck, illustrated by Peter Wilkes, £1.75) will do for an example; these are programmed books designed for girls, conceived and written on the level of the worst of Mills and Boon. I've at once wasted too many words on them.

Girls are blessedly less stereotyped in junior fiction; spunky black Clipper, in *The Minty Kid* (Gillian Cross, illustrated by Gareth Floyd, Magnet, £1.25), masterminds the campaign to control her friend Spag's intolerable young cousin and win the schools' cricket tournament; Mary is leader of *The Film Gang* (Catherine Seldon, Hippo, £1.00), even if it does consist only of herself and her young brother - this little thriller, incidentally, is for quite young readers. Older ones will enjoy *Tiger Wood's Revenge* (T R Burch, Knipper, £1.50), which runs some interesting variations on the standard "children outwit bankrobbers" theme; and also contains two strong-minded females, one a girl of

the age of the hero, the other a very old lady who drives a vintage car.

A strong-minded female of an earlier time is the heroine of another stunning picture-book by Errol Le Cui, using Walter de la Mare's retelling of *Molly Whuppie* (Picture Puffin, £1.50), though it is sad that the old tale necessitates that she so poorly repays the kindness shown her by the giant's wife. Jutta Ash's pictures for *The Frog Prince* (Hippo, £1.50) are dimmer, more obscurely arty than Le Cui's, but might charm some children. Even stranger, extraordinarily beautiful but perhaps too perplexing, are Michael Foreman's illustrations to his own *Land of Dreams* (Hodder and Stoughton, £1.95). His brilliant imagination and execution are more accessible in G McHargue's *Private Zoo* (Methuen Moonlight, £1.50), a wonderful piece of shadow-play.

The *Kestrel's Plates* (Rodney Pegg, Picture Puffin, £1.50) is an engaging picture story book about a mouse family pursuing treasure in an old kettie, but its oddly unresolved ending may baffle some beginning readers as it did me. A Cat and Mouse Story - mice again - (Michael Rosen, illustrated by William Rushton, Hippo, £1.50) has deliciously funny drawings; I couldn't quite decide whether its moral about the success of the mice's collective action made it improperly covert propaganda for the Trade Union or not. *Moosh the Messy* (Marjorie Wenman Sharmat, illustrated by Ben Shechter, Young Puffin, £1.75) is about rats, but rats quite as lovable as mice; very young readers who are always being nagged about the state of their rooms will enjoy and envy the way Moosh can manage to satisfy both

his father and himself. A different affectionate relationship is that between Ragdolly Anna and the Little Dressmaker; a new set of stories about this delightful little person, a kind of female equivalent of the ubiquitous teddy bear, is *Three Cheers for Ragdolly Anna* (Jean Kenward, illustrated by Jane Hughes, Young Puffin, £1.25). And there is also a reprint of tales of one of those bears, in *Keeping up with Teddy Robinson* (Jean G Robinson, Young Puffin, £1.50) which demonstrates once again their endless possibilities. Teddy Robinson is surprisingly different from Pooh and Odd and Paddington, with a marked and engaging character; Joan Robinson's own illustrations are very attractive.

For this age group Hippo has produced a handsome information picture book, *Little Whale*, Ann McCovern, illustrated by John Hamburger, £1.75), and for slightly older readers a charming book about marine life, *Sea Otters*, (Margaret Davidson, illustrated by Meryl Meister, £1.50). The current feeling for ecology should ensure many loving readers for these, and a fictional tale (Duck Boy, Christine Mattingley, illustrated by Tessa Barwick, Young Puffin, £1.25) of a boy's work to protect a duck family, and the way this helps him to reach a growing point, should strike a similar chord in young conservationists.

Finally, it is interesting to see that the soberly written adventures of Harald Sigurdson which Henry Treece published as three separate stories over 20 years ago are still popular enough for Puffin to reissue them in a single volume as *The Viking Saga* (illustrated by Christine Price, £2.95); a most substantial read.

Radio

King Street Junior

"People shouldn't be vegetarians at Christmas. It's not natural." So means the school cook in Radio 4's *King Street Junior*. Despite the head's attempts to persuade her that all the school's children are British, she goes on to complain about the "foreigners" who don't eat her turkey.

King Street Junior ended its first series last week; already a second has been commissioned, and no wonder. Despite *The Observer's* suggestion that it "goes straight for caricature", it is a fascinatingly accurate picture of life in an unfavourable urban primary school with 70 per cent non-Anglo-Saxon pupils. Although often very funny (the head being passed from extension to extension as he phoned County Hall was a gem), it is not exactly a situation comedy. Few such series would laugh at a racist parent raging at the addition of a language unit to his child's school. Nor would they risk an episode in which a music teacher demands the head beat a boy for damaging "her" piano while the boy's class teacher uncovers the fact that the boy in question is a battered child. Other equally credible episodes have involved squabbles over the school play, the problems of fitting carol concert, Nativity play, staff party and Christmas parties into the same week; and the boiler breaking down on the coldest day of the year. In fact this was the only episode which permitted

itself any comic exaggeration: County Hall sent someone to fix it the same day.

Its excellence derives from the well-judged scripts of Jim Eldridge, himself a supply teacher; and also from the acting. James Groun in particular has been superb as the beleaguered head, never better than when trapping his cynical deputy into playing Father Christmas "just this once more". John Fawcett Wilson, the producer (and a former teacher), also deserves credit for its success. A touch and a budget for the new series that will permit location recording. Only that way will assembly really sound like assembly.

In the trade magazine *Broadcast*, a columnist hoped the school was not "a typical educational battleground". I've never heard of it. It is. The same writer also argued, oddly, that "radio has lost its way in the area of soap opera and comedy". Nothing could be further from the truth. Besides *King Street Junior*, there has also been running around the vineyard series, *After Henry*. With script, stars Prunella Scales as Sarah, the eponymous Henry's widow. She lives in a house with her appallingly self-centred teenage daughter and her mother who is "not without a certain aptitude for espionage". While the humour comes from their delicately timed squabbles, the straight man of the series is gay. Russell runs Bygone

Books (where Sarah works part-time) and has a stable relationship with Bob. Any homosexual jokes are about the prejudices of others, which makes a change.

Besides allowing realism into comedy, Radio 4 has also been celebrating the fantasy of an earlier storyteller. In *Hooked on Ransome* a number of extremely articulate young readers described the strange hold the Swallows and Amazons series still exerts. "The hardest book I've ever tried to put down." "Most of them I read in one go." Half an hour was perhaps a little long for what was basically a vox pop, but teacher and writer Nick Yapp had elicited a number of fascinating comments, some from distinctly private sector voices including a pre-maturely pompous youth who reassured us about the books: "You don't have to be a sailing buff to enjoy them."

What emerged is that the books are rooted in topographical realism and most readers find one character with whom to identify. There was only the occasional criticism that the heroes and heroines are "too good to be true", sexist, never quarrel and have an incredible amount of freedom. As one tentative young critic put it, "I don't think my mother would let me go off (sailing) with a strange man."

David Self

Meet the people

Coriolanus Weekend
National Theatre

"Seld-shown flammies/Do press among the popular throngs and puff/To win a vulgar station" - for actors as well as for students, we learnt. *Coriolanus Weekend*, organized by the National Theatre in association with Goldsmith's College, an actor revealed that those lines had defeated even Sir Peter Hall. Beating all attempts to make them meaningful to a contemporary audience, they were reluctantly blue-pencilled in his current Olivier Theatre production.

There were plenty of other backstage stories in the two-day course organized for sixth-formers and interested theatre-goers by the National's Education Department. Ian McKellen (*Coriolanus*) revealed that he had given up smoking before he began rehearsing one of the most taxing parts in the repertoire - and had then had to start again once the production opened.

But there was also plenty of time devoted to the theatrical and academic aspects of the play. (Those "seld-shown flammies", the A-level candidates, were reclusive priests, breaking cover because of their devotion to Coriolanus.) After watching a Saturday matinee performance, the 150 students - nearly all girls but themselves outnumbered by American matrons touting Arden editions and a profound love of British culture divided into small groups. Dr Tom Matheson from the Shakespeare Institute at Stratford-upon-Avon and the majority of the teachers present discussed Shakespeare and education; his inadequate methods by which he is

generally taught. Greg Hicks, the production's Tullus Aufidius, led a acting workshop while staff director Alan Cohen and Cass Jones, production manager at the Olivier Theatre, were on hand to defend Hall's production.

It was no easy task. Hardly anyone seemed to approve of his decision to set the play in a derelict amphitheatre, to have Coriolanus gunned down by five by "tarmac assassins", to close the actors in anything from toga to contemporary evening dress and to persuade 100 members of the audience to sit up there on stage in the thick of the action... least of all a very fine Greg Hicks and Ian McKellen.

It was this openness which made the weekend so worthwhile. Yes, there had been disagreements during rehearsals, everyone freely admitted. Yes, separately both McKellen and Hicks confided that after six months in the repertoire their key scene together (Act 4, Scene 5) is still not working properly.

One of a series of "meet the people" events organized by the NT Education Department, the weekend was also giving testimony to the idea that the National is not an elitist ivory tower on the South Bank. Among its actors has some of the most inspired teachers of Shakespeare; while from the top of the organization to the bottom, an education officer Kevin Cahill, there is a willingness and desire to help teachers and lecturers. And not just out of a vague sense of duty: "You're our next Tullus!" Greg Hicks told one sixth-form girl after a particularly striking reading. She wasn't working on the intractable IV.5, but Hicks' eyes revealed that she'd given him something.

Hugh David

Nobs and plebs

A Day at the Seaside.
Holmwood House, Colchester.

Holmwood House, a Colchester prep school, has an international reputation for drama. Its productions have toured America and been presented regularly on the Edinburgh Fringe. It also might seem to have an unfair advantage when presenting shows "at home". Its hall is licensed. However, the audience needed no such lubrication in order to enjoy its latest entertainment, *A Day at the Seaside*.

Written and directed by the headmaster, Jeremy Lucas, this musical excursion is set in 1904 and is a lively and always engaging picture of two day trips to Great Yarmouth. On one of prep school boys inspecting the construction of the Winter Gardens and attending a Gilbert and Sullivan opera. The other is a charity outing for

a group of children from London's East End.

An ambitious set converted spectacularly from station to Marine Parade to the Britannia Pier, if not always speedily enough to disguise the somewhat episodic story line. While this incorporated much documentary detail and a genuinely shocking warning of the dangers of snobbery, it would have been all the stronger if the Cuckneys had been as variously characterized as the prep school boys and if the plot had featured at least one of their number more strongly. That apart, it was a stunning production (especially for the exuberant young actor who knocked himself out during one performance) and wonderfully held together by a quintet of high-kicking pierrots who pointed out so aptly that "You can do a lot of things at the seaside that you can't do at home".

DS

lingo

Words. £1.20 monthly.

A new literary magazine to be launched next week aims to plug the gap between A level English and the wider world of literature. Editor Philip Vine hopes that *Words* will be read by students of English in the same way that *History Today* and the *New Scientist* are read by A level historians, physicists and biologists.

The new monthly will contain authoritative articles on the texts set by all the major examination boards, up-to-date research and regular coverage of events in the wider literary world. In the first issue Jon Silkin writes about the First World War poets Ivor Gurney and Isaac Rosenberg; Michael Ondaatje and a profile of Graham Greene.

But, Philip Vine stresses, just like *History Today*, *Words* will also have a wider appeal. Although the 68-page magazine adopts a popular approach and makes great use of illustrations and colour photographs, he hopes it will become a new literary forum, read by academics and practising writers as well as by students and the general reader. It will be available both on subscription and from all leading newsagents, and Philip Vine has already announced an annual short story competition and a list of contributors to forthcoming editions which includes J G Ballard, Michael Billington, David Holbrook, Adrian Mitchell, Blake Morrison and university lecturers from both sides of the Atlantic.

"Central to *Words*", he says, "is the belief that English literature is not just something which is studied in schools and colleges but something which is happening now. That's why we are going to include new poetry and short stories by both known and unpublished writers in each issue, and why even the most important critical essays must be readable."

Hugh David

FESTIVALS

The Festival of American Arts and Entertainments is claimed to be the biggest such event ever staged outside the US, and has enjoyed considerable commercial sponsorship. Associate Director Jennifer Williams sees it as providing "an opportunity to experience the broad diversity and quality of cultural life in contemporary America". Unlike the ICA's New York exhibition, the festival intends to consciously celebrate the breadth of American regional and ethnic traditions, a strategy which mellows the suspicion that such affairs are little more than a series of random events thrown together under a promotional, but largely irrelevant, title. In keeping with the principle of diversification, some events will be seen in Glasgow and Cardiff as well as in London.

The major exhibition of the festival, and the first to get under way, is *American Images*, a celebration of postwar American photography at the Barbican (until June 30). The sheer scale of the event exceeds anything we have seen here before, and Penguin have marked the occasion with a splendidly produced book edited by Peter Turner, *American Images: Photography 1945-1980* (£14.95, 0 14 007988 2). Featuring the vast majority of the work on show, with introductory essays of variable quality, it goes beyond being a simple catalogue. Photographs make ideal subjects for mass reproduction, and the book suffers little by comparison with the originals, although the Penguin Outbridge print on page 98 is reversed.

Those originals form an impressive exhibition, tracing the shifts in the form from the early postwar social documentary style inherited from Walker Evans and the stylized formalism of Ansel Adams and Edward Weston, to the pop-art inspired collages of Robert Rauschenberg. Ironically, or perhaps inevitably, the camera actually does nothing but lie. What is on view here is a gallery of fictions; like all art forms, the reality they create is of their own making, as true of Diane Arbus's uncompromising portraits as of the collage constructions of Heineken or Olivia Parker. There are no facts in photographs, only images, reflections plucked from time and space and fixed for our inspection, interpretation, or understanding, potentially both transparent and opaque (self-contained objects defying simple interpretation).

Even the landscapes, from Ansel Adams's dramatic mountain scenes to the avowedly neutral recordings of the New Topographical movement, are first and foremost images, reflecting something in essence no more substantial than a shifting of light and shade, reduced to two dimensions and fixed in the enclosing frame, usually in highly atmospheric but artificial black-and-white. The viewer always remains conscious of the photographer, selecting, composing, framing, choosing that particular moment, a relationship explicitly reflected in Lee Friedlander's "Route 9W, New York", where the photographer is caught in the wing-



'New York' by Dan Weiner, 1948

America hurrah!

Kenny Mathieson previews the American Festival

mirror of his pick-up truck, taking the picture of the road-side tabernacle which fills out the frame.

The scope and variety of this fascinating exhibition demonstrates the way Americans have taken to photography, from basic photo-journalism to the electronic compilations of William Larson. Like jazz and the motion picture, the form itself comes down to them without the weight of a long European tradition stacked behind it. They have in many respects led the way in the development of photography as a form, and in doing so have made it something of an indigenous art, at best not simply reflecting, but also questioning, the spirit of their diverse, restless, and often grotesque nation.

There is, of course, a more authentic indigenous art than any of these in the cultural history of the Americas. The festival will feature some of them in *Native American Arts: The Living Tradition* at the Museum of Mankind (until June 14), with contributions from various Amerindian sources. The most intriguing of these must surely come from Alaskan carver Nathan Jackson, a member of the Tlingit tribe, who will carve a 20-foot totem pole in the foyer of the museum throughout the exhibition; the finished object will be on permanent display outside the Horniman Museum. The ICA Gallery hosts the other major art exhibition of the festival, with a show of new works by Frank Stella (until July 7). Best known for his minimalist works, Stella has turned to a hybrid of painting and sculpture in his recent work.

The Margaret Jenkins Dance Company make a brief European debut in the early part of the festival, but the festival's high point is the return of the Merce Cunningham Dance Company. A major innovator in modern dance, his collaborations with composer John Cage are particularly celebrated, and they will be working together again during this Sadler's Wells season (until May 25). A newer generation of dance artists are to be found at the Bloomsbury Theatre (until June 1), where Solid State Arts of New York will perform a varied programme of events under the title "A Bite of the Big Apple", including contributions from painters and video artists.

The appearance of the Wladom Bridge Theatre of Chicago at the Lyric, Hammersmith (May 20-June 1),

where they will bring their production of "In the Belly of the Beast" from Glasgow's Mayfest, is attracting considerable interest. The play is based on convicted murderer Jack Henry Abbott's book of the same name, a series of letters from prison to Norman Mailer, painfully describing his life as an inmate. Mailer's efforts in having them published, and subsequently in helping to gain his release on parole, ended in a tragic betrayal when Abbott fatally knifed a waiter in a trivial argument.

An American writer is also the subject of Hal Holbrook's famous one-man show, "Mark Twain Tonight" (Bloomsbury Theatre, May 23-24). Holbrook has been playing Twain since 1948; each performance is different from the preceding one, improvised from a copious mass of Twain's writings and responsive to external events, a genuinely virtuoso recreation of one of the most complex and fascinating of American literary figures. At the Shaw Theatre, the Negro Ensemble make a welcome return after their excellent Edinburgh Festival appearance with "A Soldier's Story" last year, in Summ-Art Williams' well-received drama "Home" (May 28-June 15). Rebecca Rice and Janet Stanford form From Across the Bridge; their play "This is the House" is at the Albany Empire until May 25. A dramatic collage about battered women, it underlines the theme of violence, both physical and psychic, which runs through all these productions.

The music component of the event is disappointingly skimpy, but orchestras of St Louis and Dallas as well as the New York Philharmonic, the distinguished soloists Isaac Stern and Murray Perahia, and the Preservation Hall Jazz Band. The festival will also feature something of a rarity in the shape of Jackie Torrance, "The Story-Lady". Dedicated to keeping alive the oral tales of America's vanishing past, she will be performing in all three featured cities, in schools by day and at a number of venues in the evening, where she will feature her adult repertoire.

Information on any of the many events which go to make up the American Festival is available at any venue booking office, or from the organizer's information service at 01-379 5874.

Soapbox theatre

This year, poetry devotees get a festival all to themselves. The Royal Berkshire Poetry Festival is currently in full swing in the Reading-Windsor area. Among poets reading their own work are: Jimmy Abse (tonight at St Andrews Hall, Reading), Michael Curtis, Patricia Beer and George Barker. Lovers of Gerard Manley Hopkins' verse should spring along to Bracknell's Wilde Theatre on the evening of May 26 and witness Peter Gale's personation of the poet-priest, which ends the Festival. For details ring Michael Asker on Reading (01734) 87544 ext 3301.

There's still time to catch the end of Glasgow's Mayfest, and an enticing choice of stage events including a true life prison drama, *In the Belly of the Beast*, performed by Chicago's Wisdom Bridge Company at the Tron theatre. At the Pavilion, Wildcat's *Business in the Backyard* (U.S. skulduggery in Central America, set to music) closes tomorrow. Also closing tomorrow in Glasgow, two Russian operas, both in English - *The Marriage Contract* and *The Sitten Ladder* performed by Scottish Opera at the Theatre Royal. Last chance at the Citizen's to see Scottish 7:84 in the 1926 miners' strike drama, *In Time of Strife*.

London's Greenwich Festival (May 31-June 16) kicks off in true carnival style with street theatre and dance, balloon racing and riverside fireworks. Children's events this year include Soapbox Theatre, Adrian Henri and

new poetry. Adrian Hedley of children's TV *Figure Fun* doing his contemporary music workshop entitled *Rebecca* (Belloc, not Du Maurier), school visiting by the Greenwich Bookbus, with storytellers Common Lore aboard. The festival's classical music programme honours the tercentenaries of Bach, Handel and Scarlatti and features performances by French flautist Jean Pierre Rampal. Among other events are jazz, folk, rock, cabaret, theatre, the chance to chinwag with Brian Johnson about cricket or challenge darts maestro Eric Bristow to a bit of arrow chucking. For details, write to 25 Woolwich New Road, London SE18. 01-854 8888.

Peterborough Cathedral's Arts Festival (June 30-July 7) highlights International Youth Year, with theatre and dancing in the streets, and a special Children's Concert in the Cathedral (July 2) which will include works by Elgar, Grainger and Warlock. For details write to PO Box 67 Peterborough PE1 1YT. Tel 0733 313204. A comprehensive guide to all arts festivals - from Aldeburgh to York - held in Britain and a guide to symphony and chamber orchestras able to perform at regional arts centres comes in the shape of a book, *Festivals in Great Britain*, 1985, edited by Stuart Barbour. Available for £4.95 including p&p from John Offord Publications, 22 The Avenue, Eastbourne, East Sussex BN21 3YA.

Nick Baker

White masks

Unicorn Theatre National Deaf Children's Society Festival of Mime

The NSDC's week of special events started, as ever, with the mime festival. Groups selected from regional events (not "finalists") - this is a wholly non-competitive affair with pieces chosen to make the finals programme as varied as possible) performed in a wide variety of styles, from the traditional story telling approach, to the nutty and knockabout.

Sandfields Comprehensive's *Hijack* was somewhere in between the two extremes - a frantic account of a hair-raising air journey, with clever use of white character masks. Intriguingly, the only unmasked character was the hijacker himself. Meole Brice Secondary's *Us and Them* was a more serious piece about early man's struggle to find food. The expression of absorbed concentration on the (largely deaf) audience's faces were testimony to the poise and skill of the group whose use of music and lighting was most effective.

NB

Jack Sprat VC

A Festival of Childhood, the first of its kind to be held in England, takes place in the Lake District from July 13 to 21.

It includes a new play, *Tell Tales*, based on the secret diaries written as a child by Beatrix Potter. She spent childhood holidays and the last 30 years of her life in Hawkshead.

Among several specially-commissioned works is *Jack Sprat*, VC, a musical by David Scott. It is being

presented by the National Youth Children's Music Theatre with local schoolchildren also taking part. In Kendal an exhibition on patchwork and cot quilts, "The Land of Counterpane", will be staged at the Charlotte Mason College. Further details from South Lakeland District Council, Ashleigh, Windermere.

Gillian Thomas

Next week

Hermione Parker looks at the pros and cons of a radical simplification of our social security system; David Dale on political social workers; Shena Mackay on the new teen magazines; Classics

Hereford
THREE CHOIRS
Festival
18th-23rd August
1985

34 Bridge Street
Hereford HR1 1DQ
0432 25000

Sheba Brass

Debut
BBC2, Sundays from May 12, 7.50pm.

Debut sets out to provide a showcase for young people who are about to enter careers in the creative arts, which means, broadly speaking, that they supply a product that people might want, but not one for which there is an undeniable need. Most of them, for the moment, are able to develop their talents within the relatively protected environment of schools and colleges, though even here, as they face the leap into an unsympathetic world, they are made aware of the difficulty of survival in professions where supply often far exceeds demand. At the Royal Ballet School, "the pressure's on all the time". A postgraduate student making jewellery at the Royal College of Art admits that she would rather not think about her plans for the future.

Sarah Greene presents the programme with what is described as "infectious enthusiasm": the items are linked by shots of her striding towards the camera and, if she reaches it before finishing her introduction, fidgeting uncontrollably. Her subjects, by contrast, appear calm and quite unaffected, interested in talking about their work, less interested in discussing their uncertain prospects later on. Though she promises to "describe exactly what their aims and ambitions are for the future", Greene's line of questioning tends to evade the problem ("what happens if that doesn't work out?") and the magazine format of the series, a mixture of interview and performance, pushes that particular issue into the background.

What most viewers will retain is probably an impression of the extraordinary variety of activities that fall in the area of the visual, performing and creative arts. Programme 1 includes Sheba Brass, a women's brass ensemble ("there aren't many women who play the tuba") and Joan Ashworth, who is studying film animation at the National Film and Television School. Programme 2 covers tap dancing, cooking, acting, a string quartet and a Frenchman who is here to learn how to make violins. He meets the string quartet before sitting down to sample what the cook has prepared (with an appreciative sip at the wine). It is all rather lighthearted until you realize that Joan Ashworth's imagination, at present engaged in animating *Thus Spoke*, is likely to be employed, ultimately, in making commercials. Perhaps *Debut* will help to find another outlet for it.

Robin Buss

Dark dealings

Moonfleet
A musical by Michael McKinley and Michael Gaughran. Sidney Chaplin High School Walthamstow, May 3.

"Get your grummetts on the pie!" "We are lost - it is the posse." Not an excerpt from the Morecambe and Wise Christmas show but a couple of random but fairly typical phrases from the libretto of *Moonfleet*, a tale of smugglers and dark dealings in 18th-century Dorset. For anyone who had not seen the television series or read the book (published by Edward Arnold) the complicated plot was taxing as a Verdian melodrama. It is all about a goodie called Elsevier, a gang of smugglers and the magistrate, a laddie called Maskew. Elsevier adopts a lad of "young hopes and lofty aims" and together they go off in search of a diamond that will solve all their problems. The posse takes a pot shot at Maskew and Elsevier is blamed. Eventually he drowns at sea, the diamond turns out to be fake and young John comes into money which he gives to the village of Moonfleet like the good lad he is.

Although when set to music the archaic language scanned comfortably enough, many of the children appeared to have difficulty getting

their tongues around the thess and thous and tushes and the result sounded at times more like a formal recitation than a gripping saga. There was some good individual character acting, notably from Aldobrand the diamond merchant, but on the whole the chorus scenes worked best, largely because of the splendidly vigorous music composed for them.

This school has a Gilbert and Sullivan tradition but there was nothing derivative about *Moonfleet*. It was a little disappointing to find the role of Elsevier played by an adult librettist and producer Michael McKinley, but young John did his best with a very demanding part and there was some pleasant solo singing from Grace, you've guessed, the girl John leaves behind. Michael Gaughran's score did not fail to provide an attractive love song "Dear Grace, I's I".

Another school might have been able to sustain more writing for young soloists; in particular there was very little to show off female talent apart from the choruses. The five-piece band gave brisk support to an ambitious show which in at least one respect was the edge over many a West End musical - it has not one but several truly memorable tunes.

Philippa Davidson

Street credibility

Waking Hours
Shiftwork at the Lyric Theatre, Hammersmith.
Until 18 May.

Why did we all know what was going to happen the moment the lights went up on *Waking Hours*? There was a derelict car on stage, four youngsters aboard, and even before they opened their mouths everyone knew they were going to be relevant, concerned, grinding on about the inadequacies of inner city life and the spiritual and physical poverty of their own existence.

The chief reason must be that Shiftwork, the young people's theatre group at the Lyric Theatre, Hammersmith, have been this way before. Several times. Over the last few years they have perfected a style of work - improvise, bring in a young writer, work with him, rehearse - and they are indisputably good at it. But what they call "documentary-theatre" looks ultimately like a blind alley.

Waking Hours, like the shows which have preceded it, is little more than street-credible "revel": a mixture of monologues, sketches and music all

knowingly spiced with contemporary reference. One by one the company come on and do their set pieces. Richard was dyslexic, he tells us. Anthony Lennon (this year as last one of the best in the company) is white but always treated like a black, perhaps because he can body-pop. Everybody watches *Dragnet*, there is talk about Special Brew and Job Centres and an endless search for parties, but ultimately that is all. Choosing to devise their own shows because they say that existing material is irrelevant to their lives, by merely perpetuating their own prejudices and preoccupations they impose something largely irrelevant and only occasionally interesting on the rest of us.

We laughed at the first night because a lot of *Waking Hours* is very funny. We even nodded in sage agreement with the social message which was indirectly being put across; but we would have laughed and nodded a whole lot more if there was a real story to hold all the various turns together. Even *Dragnet* has a cast-iron plot.

ED

TV culture

Maggie Heaton and Brian Brown on the results of a survey into children's leisure-time activities

As part of a research project for the children's department of the ITV company, TVS, the Television Research Unit at Oxford Polytechnic conducted work into children's leisure-time. We investigated how children spent their Saturday mornings and, perhaps just as important, how they would choose to spend that time, if they really were free to do so.

We also wanted a view of the children's general activities and tastes regarding reading, television, media idolatry, video films etc. To answer these and other questions, we surveyed almost 900 children, of mixed ability and ages, from all over the British Isles. Children and parents were asked to fill in regular questionnaires and to keep television viewing diaries.

We found that 55.5 per cent of the sample, aged between nine and 15, watched television on a Saturday morning during the summer months of 1984. During the research, teachers apologised for what they felt were low returns of questionnaires. The children were too busy during the summer to bother with television on a Saturday morning, they said. More than half of our overall sample had watched television on the Saturday morning before taking part in the research, however. This figure rose as high as 64 per cent for children in the nine to 10-year-old age bracket.

When we asked the same children what they would prefer to do on a Saturday morning, the proportions would choose to watch television fell dramatically to 5.3 per cent overall, (again, nine to 10-year-olds were the most likely to choose television - 6.3 per cent). More than 1 per cent of above average ability children would choose to watch television on a Saturday morning, but 8 per cent of below average ability children. Our figures suggest that approximately only 10 per cent of the actual audience watched television as a first choice activity at this time.

Why this difference between actual and preferred viewing? Given the choice, it seems that children will opt for exciting, rare events (which often turn out to be expensive) rather than more mundane activities. Television acts as a popular stop-gap, a sort of replacement for something better.

We found that a "something better" for the majority of children was a trip to the cinema (20.2 per cent of the overall sample), an option which was popular throughout the age groups and 10 per cent more popular with girls than boys. The next most desirable activity was to play with a computer (11.3 per cent) and then to watch a video film (11.3 per cent). Adding the 4.6 per cent of children who said they wanted to play video games to those who wanted to play with a computer, the total comes to a close second to the cinema at 16.1 per cent overall.

Clearly, use of electronic media has become the most desirable means of passing the time. It is arguable that using a computer can be a creative experience and that some communication between users is necessary; the three most popular activities can still be solitary and non-communicative pursuits. Most children spend at least part of their Saturdays shut up in a room watching television (whatever the season). Given the choice, what would they do? No, the majority would still choose to be indoors, watching or using a piece of electronic gadgetry. Most children would still choose to have their leisure interests and stimuli presented electronically so that they can be "active" without rising out of their seats or using any physical exertion. Although no one would criticize a child's desire for the mental activity involved in some computer work, one might criticize a sort of lethargy which makes sit-down, indoor pastimes more desirable than outdoor, physical ones.

Favourite television programmes (see adjacent table).
We set out to discover the tastes in reading, television etc of the 10 to 15 age group.

EXAM

Computerized Exam Paper Preparation
3802/4802 BBC-Z80/TORCH
Oxford Logic
13 Cumberland Road,
LEEDS LS2 2EF

12-year-olds from our main sample. This came to just over 300 children who were asked to name their two favourite television programmes. As results are calculated as percentages of the sample size, the total percentage exceeds 100 per cent, because nearly all the children named more than one favourite. These figures were also collected during the summer of 1984.

The *Young Ones* was the most popular programme among the sample, attracting nearly 13 per cent of the children, with proportionately twice as many boys as girls naming it. Other programmes which appealed specifically to boys were *The A-Team* (17 per cent of the boys), *Automan*, another American spin-off (named by 9 per cent of the boys) and the Liverpool saga of *Scally* (9 per cent of the boys). *Top of the Pops* and *Coronation Street*, second and third in overall popularity, appealed particularly to girls, as did *Fame*, *Dallas* and *Brookside*.

The sexual divisions in taste between the most popular programmes are very clear. For girls drama comes out top after *Top of the Pops*. However, girls and boys continue to opt for very different types of drama. The most popular programmes, and some of the less popular ones, depict in simple or stylized terms group, gang or cult behaviour. These programmes present quite strongly certain images of sexual stereotyping.

Altogether children named a total of roughly one hundred TV programmes. Children were much more likely to name a peak-time adult programme than a Children's TV programme, such as *Blue Peter*. Of the top 22 programmes on our list, only four are British children's programmes. Perhaps children's programmes are not of sufficient relevance to their audience; perhaps the restricted budgets of children's programmes take their toll. However, we would also argue that children judge programmes according to the hierarchy in importance, suggested by the TV scheduling. A programme which is on TV at 7pm seems "better" or more important than a programme which comes on at 4.45pm, just because of the time element.

The second table shows groups of books named in sufficient numbers as to warrant special attention; however, they represent only part of the total number of books named by children. The children named over one hundred different books altogether. Only 8.3 per cent of the overall sample were unable to name a favourite book. However, as may be seen, quite a few children wrote down the names of various comic and football annuals, where the proportion of written material is probably low.

On the whole, children preferred fiction established, even old, fiction. Judy Blume and Roald Dahl were the most modern writers to be named. This pair could still be classed as established writers whose most popular books are quite old. For instance,

Children's Favourite TV Programmes

	Overall per cent	girls	boys	girls' sample	boys' sample
1 The Young Ones - BBC 2	12.8	4.9	7.9	9.3	16.8
2 Top of the Pops - BBC 1	9.8	7.9	1.9	14.8	4.2
3 Coronation Street - ITV	9.5	7.2	2.3	13.6	4.9
4 The A-Team - ITV	9.2	0.7	7.9	1.2	16.8
5 Fame - BBC 1	7.9	6.6	0.7	12.3	2.8
6 Dallas - BBC 1	6.9	6.2	0.7	11.7	1.4
7 Brookside - Ch 4	6.6	4.6	2.0	8.6	4.2
8 Automan - BBC 1	5.9	1.6	4.3	3.1	9.1
9 No 73 - ITV	5.6	3.0	2.6	5.6	5.6
10 That's my Boy - ITV	4.9	3.6	1.3	6.8	2.8
11 Scully - ITV	4.9	0.6	4.3	1.2	9.1
12 Different Strokes - ITV	4.6	3.3	1.3	6.8	2.8
13 That's Life - BBC 1	4.3	3.6	0.7	6.8	1.4
14 The Fall Guy - ITV	3.0	0.7	1.7	4.9	3.5
15 Grange Hill - BBC 1	3.0	1.3	2.3	1.2	4.9
16 Dynasty - BBC 1	3.0	2.3	1.0	2.5	3.5
17 Dangermouse - ITV	3.0	1.0	2.0	4.3	1.4
18 Dr Who - BBC 1	2.6	0.6	2.0	1.9	4.2
19 Whizz Kids - ITV	2.6	0.0	2.6	0.0	5.6
20 Sparrow & Mrs King - ITV	2.6	2.3	0.3	4.3	0.7
21 We've Got It Made - BBC 1	2.6	2.0	0.6	3.7	1.4



We found that children's inspiration for objects of admiration came almost exclusively from television and film, particularly light entertainment television... Without doubt, children take these people as supreme examples to be liked, laughed at or admired.



Charlie and the Chocolate Factory was first published in Britain in 1967, and Judy Blume's *Tales of a Fourth Grade Nothing* was published here in 1972 - no one could realistically call this new fiction.

Does this predilection reflect schools' lack of money to buy new books, or indicate that the majority of parents do not use bookshops often and have out-of-date ideas about children's fiction? Our own suspicion is that familiarity with the book prior to reading is extremely important.

Which may explain the popularity of books derived from film or TV. In some cases, the book was written before its film/TV counterpart, but it is the latter which is most likely to have led to the book being read. We found that 24 per cent of the overall sample named such a book, 10 per cent girls and 14 per cent boys. These figures include the number of children who named *Charlie and the Chocolate Factory*. Clearly, this supports the earlier suggestion that familiarity played a key part in children's decisions about what literature they liked. Some of the books in this category are children's classics which were being televised at roughly the same time as children took part in the research, and in this sense television deserves a pat on the back.

Children's Favourite Books

	Overall per cent	girls	boys	girls' sample	boys' sample
1 Famous Five Books - Enid Blyton	5.9	3.8	2.1	7.2	4.4
2 Other Enid Blyton books	5.9	4.2	1.7	8.0	3.7
3 Tales from Narnia - C S Lewis	5.5	2.4	3.1	4.6	6.7
4 Various by R Dahl	4.9	2.1	2.8	3.9	5.9
5 Charlie and the Chocolate Factory - R Dahl	4.1	1.7	2.4	3.3	5.2
6 Lord of the Rings - Tolkien	3.5	0.4	3.1	0.7	6.7
7 Various Annuals	3.5	0.7	2.8	1.3	5.9
8 Various by Judy Blume	2.8	2.4	0.4	4.6	0.7

for making the books more accessible. However, the majority of books named in this category were of a less "literary" nature: *The Professionals*, *Jaws*, *ET* etc. Do such books make reading a more enjoyable activity, or do they stop children from reading more challenging literature? It is quite amazing to see how Enid Blyton lives on, now so far removed from the experiences of any modern-day child.

Our question of the children's favourite books, assuming that such a person would be one whose behaviour and beliefs the child identified with. In other words, children named heroes and heroines, or role models. We found that the children's inspiration for such objects of admiration came almost exclusively from television and film, but particularly light-entertainment television.

Putting aside the arguments about sex and violence on television, and looking to the uncontroversial figures on peak-time viewings, such as characters act as important models for the children. Without doubt, children take these people as supreme examples to be liked, laughed at or admired, but it is reasonable to assume that they are also learning something from people they cite as important. In terms of leisure-time, we see that television can be a source of stimulation in reading (or a diversion from "difficult" literature), and that it appears to encourage interest in physically inactive, indoor pursuits. In comparison with the other activities, such as play with friends or games, television represents a dominating preoccupation around which other pastimes circulate.

The list also puts to shame the plethora of new, colourfully presented children's books which are currently pushed by publishers as compelling inducements to fascinate children into reading. Judy Blume's books were probably the most up-to-date ones, but otherwise that end of the market was quietly ignored by children.

In response to the question of how television shapes children's leisure-time we feel that it not only shapes the

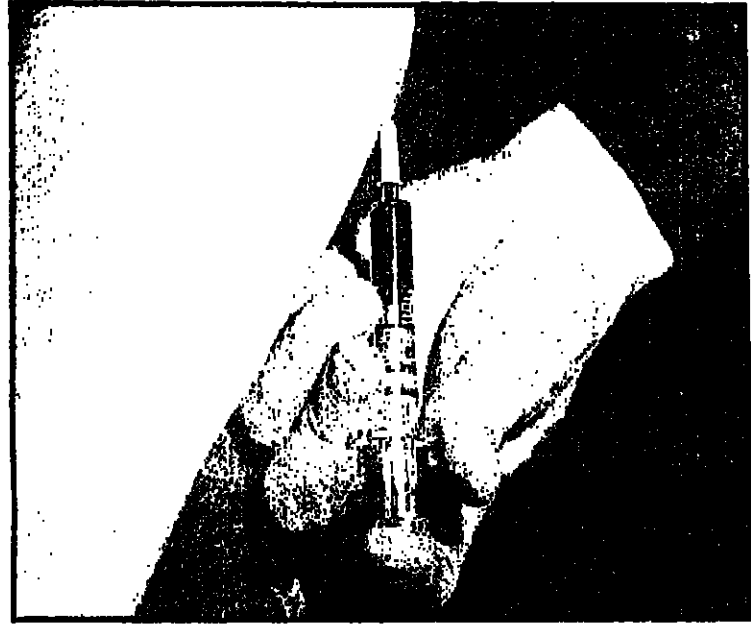
Brian Brown is Head of the Television Research Unit based at Oxford Polytechnic. Maggie Heaton is the Project Researcher.

Heroin: The Panorama Report
All formats
For sale: £130+VAT; for hire at £30 for five days
BBC Enterprises, Woodlands, 90 Wood Lane, London W12 1JF.

"Sometimes I feel like picking the knife up and finishing them myself." Thus, the dauntless mother of two young heroin addicts in *Panorama's* report, surveying their career from winsome piglets via "don't the chicken, Trace" to "I feel so ill I've got to have it." And now? - rehabilitation in Bournemouth, with 70 per cent failure rate standard in the treatment of heroin addiction. The report, apparently aimed at adults with little knowledge of the drug and its social context, concentrates more on showing pitiful predispositions of users, but is nonetheless a valuable, extremely slick presentation of the problem.

Heroin used to be a matter of dirty "works" (needles etc), grubby deaths in public toilets and emaciated figures swaying blankly in deserted houses. Now, as the report makes clear, you have more "the normal sort of person", holding down a job, parking, "chasing the dream" (communally smoking clean and well-dressed but dreadfully alone in the opiate's heavy embrace. So it's harder for the parents to identify what's going on.

Panorama concentrated its efforts on a few areas, on a parents' support group in the Wirral, on a police operation in Oxford, and on the experience of a GP in Cheltenham and a probation officer in Anglesey. The socio-geographical spread was thus well held before our eyes. Middle-class parents talked of hiding their jewellery from their offspring and, finally, of shopping their child to keep him away from the drug; working-class parents told of how they had tried holding their daughters prisoner for two months, with no success; police officers wryly acknowledged that another dealer would spring up in no time to replace the one they had arrested. Most tragically, perhaps, the GP examining a registered nurse who was hooked and also 26 weeks pregnant and explained how she was unwilling even to consider



Opiate's embrace

Victoria Neumark on heroin addiction

helping herself and the child by attempting to come off heroin.

Perhaps a little more emphasis on what users get out of it and less explanation of the intricacies of doing out £10, £20 and £25 bags would have been helpful. And more explanation of how the poppy affects the nervous system and destroys the liver, as well as how it is experienced psychologically would have been useful, though the revelation that it is just as harmful (except to the blood vessels) smoked as injected is a valuable one.

Of course, as the GP points out, the arguments about "self-abuse" and

addiction are two-edged. Ours is an addictive and self-abusive society. So far cigarettes and alcohol are killing and maiming far more people than heroin - but not as quickly. It is hard then to justify Sir Anthony Meyer, MP's assertion that treatment centres for heroin addicts all of whom are very young, is "money down the drain", when lung cancer operations for people who have smoked for a lifetime are one of the successes of the NHS. Perhaps we owe something more to our young people than the idea that consumption of some dream product will give meaning to life?

Fixing the image

Nick Baker on a theatre-in-education video

Brand of Freedom
Pit Prop Theatre in Education/Manchester University Television Productions
VHS only, £65 plus VAT

Available for sale from Manchester University Television Productions, Oxford Road, Manchester M13 9PL or for sale or hire from Concord Films, 201 Felixstowe Road, Ipswich, Suffolk IP3 9BJ (tel: 0473-715754).

"I wouldn't say they learned more, but the feeling was greater - perhaps it's a deeper learning," said one teacher about this theatre in education programme, set in the North West's cotton mill area in 1862. In saying so, she put the aim of all good TIE in a nutshell. But claims that this sort of work teaches through individual reactions and emotions are extremely hard to substantiate. Theatre in education is an educational tool unlike any other. It's almost completely transient - not something teachers can pull from a bookshelf or write up on a blackboard.

Most TIE companies back up their material with teachers' notes and sample written reports on the reaction of every school they visit, but this sort of

material means nothing to somebody who hasn't seen the event as it happened and most companies who do participatory work can't admit large numbers of observers.

Pit Prop, a company based in Wigan, have done the next best thing and produced a video of their highly successful 4th year primary programme, *Brand of Freedom*. The programme divides into three neat sections. The first contains excerpts from their play about Martha, a slave girl from South Carolina who escapes to Liverpool and thence to Lancashire, where she finds work in Clayton's cotton mill. However, it's the time of the Civil War, and the Yankees are blockading the shipments of raw cotton bound for the Lancashire mills. The result for the Clayton's workers is unemployment and poverty.

Part two deals with the work that Pit Prop encourages schools to undertake in the interim between their two visits. The children take on the role of Clayton's workers, investigating living and working conditions of the period. In the third part, the pupils take an active part in the resolution of the story, which deliberately creates moral dilemmas for them to think their way through. The central dilemma is

about their own allegiances. Should they offer support to the Southern States and slavery in order to breach the cotton blockade and get back their much needed jobs?

It's this third section, with team members using a subtle blend of teaching, storytelling and acting (while appearing to be the children's equals in terms of the way the story progresses) which must have been the most difficult to film. The 11-year-olds you see on the screen are grappling with problems to do with racism, economic, social and political history and personal morality. Flies on the wall, however small, could have been a big distraction.

Having seen this programme "live" in Wigan a year ago, I'd say that this video is as accurate a representation of the work as it could practically be. There are useful comments from the teachers involved and enlightening remarks from the actors in the form of strategically placed voice-overs. It's not a substitute for the "live" programme itself, nor does it set out to be. But it is to be strongly recommended to TIE practitioners, student teachers, drama students and teachers - in fact anybody who has heard about theatre in education but never encountered it.

during pregnancy. It is available, price £12.50, from the National Rubella Council, 105 Gower Street, London WC1.

PRINTING
The British Printing Industries Federation has financed the production of a new careers videotape entitled "Something for Everyone". A 15-minute documentary drama, it provides a brief overview of today's printing industry.

Copies of the video are being distributed to British Printing Industries Federation regional offices for free loan

to careers services and schools throughout the UK.

MEDIA PRODUCTION
Primary and lower secondary teachers with ideas for media education videos are invited to contact Meridian Vision Ltd. Ideas could either be for videos that they wish to see produced or that they would like to collaborate on using Meridian Vision's production facilities.

For further information contact Tom Fuller, Meridian Vision Ltd, 22 Bardsley Lane, Greenwich SE10.

Lock up the bike

Everyday Insurance
British Insurance Association
VHS, Betamax and U-matic
£10 for video plus teaching pack
Available from BIA, Aldermar House, Queen St, London EC4.

"I have to lock the bike up - it's me mum's insurance policy," explains one little boy to another after they find their bikes have been stolen. He's obviously one up on his friend, who's parents aren't insured. It looks - and sounds - like a subtle way of getting pupils to watch *Take Cover*, one of the two films on the BIA's video about insurance, to check with their parents to make sure they're adequately covered.

There's little doubt that *Everyday Insurance* is as much a PR exercise on the part of the insurance companies as it is an educational package. What it does is establish the product in the mind of the young viewer. It would be wrong, though, to take too harsh a view of it. Insurance is a difficult thing to explain to young people who as yet don't have many responsibilities, and *Take Cover*, together with its companion piece, an animated film called *Square Deal*, makes an excellent and fairly entertaining job of it.

Take Cover, narrated by Dr Who star Christopher Timothy, looks simply at four situations where insurance is necessary - contents, travel, motor and public liability. By making teenagers the focus of attention in each example, the BIA ensures the interest of a young audience, and by creating

thumbnail characters in each situation, they make the video quite watchable. It's interesting to note that the BIA have used the services of the Children's Film Unit, rather than going to a more commercially minded production company.

It's evident from the films that the teenage actors have been involved in the creation of the characters, so instead of the usual youth stereotypes we get an entertaining mixture - from the Asian girl who is so excited about her trip to India that she can't eat anything and seems hardly to be listening to her father's instructions about keeping her documents safe - to the rather early girl who allows her friend to ride her motorbike without proper insurance.

No teacher in their right mind would stand before a class of 16-year-olds and announce that they were to be shown a film about the history of insurance. However, *Square Deal*, which comes on the same cassette as *Take Cover*, is just that. Douglas Jensen's jinky-animated film manages to combine information and entertainment, showing a lighthearted historical sequence which starts with the invention of insurance by fourteenth-century merchants speculating on the seagoing exploits of the time, and bringing us through the industrial revolution, right up to the present day.

The video is part of a package, produced for fifth and sixth forms by the BIA, which also includes work-cards, teachers' notes, posters and information sheets.

Nick Baker

Simple life

Yanomami
VHS £9.75

Published by World Wildlife Fund in Association with Survival International and Learning Through Action
World Wildlife Fund, Panda House, 11-13 Ockford Road, Godalming, Surrey GU7 1QU.

Most people would agree that the destruction of the way of life of the Amazon Indians by the civilized nations is tragic, but many would say that it is impossible to stand in the way of "progress" and bring in a verdict of misfortune rather than genocide. Attack on such misconception must be double-bladed: to discredit the stereotype of "progress" and also to show that the peoples we are destroying are not primitive and backward, but have fully developed cultures of their own, tailored to their land and often self-sustaining as no technological society is.

One of the main problems with the widespread acceptance of Darwinism is that it has led to a way of thinking that justifies disposing of so-called primitive cultures in the act of passing on western values, defined as higher in the scale of social evolution. Masking the motives of profit and greed which propel national and commercial empire building, it allows them to proceed without justice to indigenous peoples.

The case for the Yanomami Indians is made simply, describing in diary form the life of a tribe as seen by individual members of a tribe, an outside observer, a road surveyor and a missionary. It is perhaps too simple, since the text concentrates almost exclusively on practical aspects of life and there is clearly more to this tribal society than that, as a tantalising image (the only authentic illustration in the book) drawn by the shaman tells. The

compilers hope that other topics will be followed up by teachers but there is hopelessly little assistance. Grapple with this: "Examine the functions of life and death in a Yanomami family, and the respective rituals. Discuss infanticide" - with no reference to any of these events in the book and no bibliography!

The videotape shows children in Berkshire, at work with Learning Through Action teachers, simulating a day in the life of a Yanomami tribe. I found it deeply depressing. The verbal transactions were carried out in a kind of hysterical gibbering, exactly the kind of thing which reinforces the primitive stereotype. Every story in the drama was initiated by adults and if a response did come from a child it was ignored because it did not fit the pre-structured line of the drama. The children, obviously eager to please, were generously unsceptical of teachers in bikinis and body paint but found little opportunity for creative role-play. The Berkshire schools which took part in the project were clearly committed to the Westernized but ill-conceived, it does not however translate well to a larger audience.

Francesca Greenoak



Aboriginal get-together in Berkshire

TRAINEES RIGHTS ON YTS

Rights - Not Rights! - a video for YTS trainees. Includes the rights to organize, the right to good quality training, the rights to health and safety and equality.
Rights - Not Rights! - features Steve Bell's penguins as trainees, animated to add humour and emphasis to key points.
Rights - Not Rights! - a trainees and young workers Rights Card. Available in order of 50 or more.
Rights - Not Rights! - video, £12.50 inclusive of VAT and p.p.
Rights - Not Rights! - cards, £5.00 per 50 inclusive of p.p.
Rights - Not Rights! - over 600 copies of the video distributed to schools, colleges, training schemes, youth organisations.
Rights - Not Rights! - follow up video on rights of the young unemployed - low paid and post-YTS trainees. (Available mid Summer)
Rights - Not Rights! - £15.00 inclusive rights pack, VAT and p.p.
Orders to TURC/Video, 7 Frederick Street, Birmingham B1 3BE (021 233 4066)

Passage of time

Robin Buss on a series that unravels a philosophical notion of time

About Time
Channel 4
Wednesdays, 9.00pm.

The Salisbury Cathedral clock in programme one of *About Time* serves the obvious purpose of illustrating the technology we use to mark the passage of time, and its mechanism, adapted to operate a bell which sounded on the hour, bears a clear relationship to later developments, such as Harrison's marine chronometer or the ingenious products of the Swiss watch industry. The idea of technological progress, from simple to complex, accelerating as it advances, also has to do with our notion of time. The quartz digital watch releases us from clockwork and approximates to the abstraction. The watchmaker is left behind, bemoaning the passing of craftsmanship and a more leisurely rate of work.

We look to a series such as this to state a few obvious facts, but also to suggest the unexpected: at worst (compare James Burke) we get nothing except tendentious linkages and oversimplification of historical events. There is some sense, however, in the idea that the Salisbury clock, invented to signal the hours of vespers and compline, set a pattern for the shiftwork of a later industrial age. "Idleness is the enemy of the soul": the rule of Saint Benedict required regular clocking-on to maintain monastic productivity. The anachronism sounds Burkean, but the comparison is justified by the development of the monastic and industrial communities. The mechanism, perfected, becomes a model of perfection. God is a watchmaker, designing the moving parts of the universe. Newton unravels it and finds his way out the pound note: "time is money". Time-motion study maximizes efficiency of

labour and leads to minutely worked-out schedules, with fractions of a minute allotted to tea breaks and toilet breaks. We devise machines to replicate the work of our hands and, in the computer age, of our brains. God, I suppose, may now be assimilated to an electrical impulse.

It is a pity that this argument about Western industrial society, summed up in the third programme on shift-work, seems to exclude consideration of notions of time in other cultures. The Benedictine round of prayer has its counterparts and much ingenuity, at different periods and in different places, has gone into measuring and recording the passage of time. Is it, as Dora Russell claims, not only a creation of Man but, more specifically, of men? There are, as the series as a whole sets out to demonstrate, alternative rhythms to the impersonal absolute marking time on our wrists.

Machines progress towards perfection: individual humans, once fully developed, just decline. Elderly watchmakers learn to "synchronize the shake... I've seen it done". No wonder we long to escape from the inevitability of the mechanism drawing us into eternity.

For John Berger, art, love and politics may be the means to transcend time: he is not alone in suggesting that the first two may suspend the flight of its winged chariot, but he is quite right to elevate political action to the same level. The causes to which men and women are ready to devote, and sometimes to sacrifice, their lives represent a triumph of hope over the relentless certainty of clockwork. Don't make the mistake of treating Berger as just another glib tele-sage: he believes what he says and invites you to engage with his argument. His contribution in programme two is a highlight of this original and worthwhile series.

This new Channel 4 series showed, at times movingly, how a group of women from an adult literacy class in North London begin to acquire a sense of control and direction by learning to read, write and publish.

The programme followed these women as they go about the business of producing a book of their own work; it took us from the experiences informing the writing through the editorial, design and printing stages to the launching and distribution of the book. In the process, it reminded us that the written language can be a powerful and satisfying way of ordering our experiences.

By describing how community

groups in different parts of the country produce their own publications for publicity, information and other purposes, the four programmes in the series give some idea of the range of printing and duplication facilities. Despite a slightly low-key approach, individuals to assess the different methods and to choose the most suitable. This is something to be welcomed: if literacy is often a prerequisite for influencing one's life and one's society, so too is access to the means of printing and distribution.

Ashok Bery

Out of print

Print It Yourself
Channel 4
Saturdays from May 11, 1.35pm.

Literacy, in our society, is almost like an extra sense. To be illiterate must be to feel that large tracts of everyday life and experience are somehow impervious to one's influence. Those of us who have never suffered from this handicap probably find it virtually impossible to imagine living with it. "Eden Grove", the first programme in

Melodic contours

SCHOOLS TELEVISION

Music Time
BBC2 Mondays 10.15-10.35
Repeated Thursdays 2.15-2.35.

BBC TV's long-running music series for 7 to 9-year-olds completes its present cycle with the seven new programmes being shown this term. Though self-contained, the programmes intend to draw on skills and concepts already introduced in the Autumn and Spring terms of this year, such as recognizing pitch differences and melodic contours, working with

rhythmic patterns and using simple two-chord accompaniments. Although this is more of a reinforcement term, the activities introduced could also be tackled by pupils coming to the series for the first time.

As always, they centre on a performing theme which teachers could adapt and mount in school without recourse to the programmes at all, though this would be to deny the primary purpose of the series. Africa is the chosen focus - through a story from The Sky God's daughter, Programme one consisted of a complete performance of the mini-musical with pupils from St Peter and St Paul's School proving relaxed and attractive television performers.

Anansi is the village drummer, who is unfortunately less than competent. Indeed, most of his messages are

incomprehensible and the villagers take matters into their own hands. But the resulting cacophony of simultaneous messages is worse than before. The Sky God intervenes and decrees that there must only be one village drummer, and that person will be the one who discovers the secret name of his daughter. Needless to say Anansi discovers the name, but completely messes up its rhythm on the talking drum. However, everything turns out happily in the end.

Programme, during the coming weeks will deal with rhythmic and melodic ideas drawn from the material of the show, and in fact the songs themselves will be rehearsed in detail, together with suggestions for simple percussion accompaniment. There are seven songs in all, each of which is printed in full (with guitar chord and piano accompaniments) in the Teacher's Notes.

The pupils' book contains single line melodies together with illustrations of African percussion instruments and some scenes from the story. The teacher's booklet also contains background material on African village life, costumes and clothing, pottery, food and instruments - giving a new and welcome multi-disciplinary departure for the series. *Music Time* continues to offer much more in terms of skills and programme material would suggest

Andrew Pegg



Come hither

SCHOOLS TELEVISION
Advanced Level Studies: English.
The Dreaming Post, May 20 11.42-12.02, May 27 11.39-11.59, BBC2
Letters to Albee, June 3 11.42-12.02, June 5 11.39-11.59, BBC2.

"Reading a book against your will is a rape of the mind," says Fay Weldon, apparently giving ammunition to the enemy in this new, occasional series on set authors. In fact it is a reply to a green-haired punk who is studying English literature at A level but who finds Jane Austen "boring, petty and irrelevant what with the world being in crisis, etc, etc."

The series is advertised as "a long-life resource" for sixth form teachers, and Geoffrey Chaucer and Jane Austen are the subjects of these first two programmes. Both are aware that many students embark on a sixth form course with no passion for literature, with minimum knowledge of the classic authors and possibly a feeling that Chaucer is better in translation and Jane Austen is better on the box. Consequently they do not set out to sell their authors so much as to serve a kind of pre-evangelization. Chaucer's language need not be a barrier; we are just as concerned with the minutiae of the daily round as was Jane Austen. The second programme is loosely based on Fay Weldon's book, *Letters to Albee*, on first reading Jane Austen. In it, Aunt Fay (played by Anne Cropper, and uncannily like Ms Weldon) gives much sage and provocative advice to her niece. The letter will seem highly sympathetic to all young viewers who feel that English departments have a tendency "to stuff their minds with dry leaves", and makes

intriguing use of clips from television productions and of social detail: "those days, only 30 per cent of women married... Many lived and died as virgins... People read novels for consolation. Then as now." The programme admits that not everyone (including Charlotte Brontë) likes Jane Austen but pleads for judgements to be based on experience, not ignorance. If there is ever any chance of you teaching Jane Austen at A level or 16-plus, then you would be a humanist not to tape and keep this programme.

Despite the appealing opening image of an English teacher having nightmares "after a hard day's prep" his class for A level English, I am quite so happy about *The Dreaming Post*. Here the device is an arts festival with the said English teacher directing a group of amateur actors in a presentation of the Canterbury Tales in old English. This allows for nice asides like improvising in cod Middle English, while rehearsal notes and production meetings permit natural conversations about costume, the role of the medieval church and the interdependence of the tales. Even so, I am not convinced that festival communitarianism say "Come hither" in quite the same way that Fay Weldon's programme does, but it encourages creative response and promises bawdiness to come.

Of course the "lit crit" puritans may scorn this open and original approach to set books, but both programmes are highly successful in showing that these two authors are not merely museum exhibits. As "Chaucer" remarks in programme one, "No law that is writ says that poetry cannot be fun."

David Self

briefings radio & tv

For schools

FINDING OUT
(Mon, 10.12, Wed, 9.47 TV)
The first of three programmes on Denmark to introduce seven to nine-year-olds to the way of life in another EEC country.

SCIENCE GAMES
(Monday, 11.40 VHF4)
"It's not fair..." aims to foster a healthy scepticism amongst nine to twelve-year-olds about the claims made in advertisements.

VOIX DE FRANCE
NB (Monday-Friday, 00.30 VHF4)
A teacher's programme, in which three teachers discuss ways of using interview-based broadcasts, precedes this series for students of advanced French. Topics for other programmes include: France and the EEC, French humour, and the media.

TIMMY AND VICKI
(Tuesday, 10.10, Friday, 9.52 BBC2)
The story of two young teenagers enjoying their first "serious relationship". Introduces quite naturally for 12 to 14-year-olds discussions on family relationships, new feelings and moods.

WATCH
(Tues, 11.00, Wed, 14.00 BBC2)
A repeat of the popular unit about the North American Indian. Teachers are again offered help by several museums. Six to eight-year-olds see three programmes on the way of life of nomadic "Plains Indians".

SEX EDUCATION
(Wed, 14.18, Fri, 9.30 BBC2)
With subtitles for hearing-impaired children, this short series is designed to give eight to ten-year-olds basic information on the development, birth and care of a baby, as well as the changes that occur at puberty.

MANSCAPE
(Friday, 10.26 ITV)
This series exploring the theme of man's impact on his environment looks at renewable and non-renewable energy.

Continuing education

APOCALYPSE
(Sunday, 21.45 C4)
Dr James Wray presents his personal view of the meaning of the Book of Revelation and the end of the world.

UNDER THE WEATHER
(Monday, 12.10 BBC2)
Jack Scott introduces a basic look at the workings of world weather systems.

LOSING TRACK
(Wednesday, 20.00 C4)
A ten-part series about the way our transport policy has developed over the last 150 years.

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KIRKLEES

DIRECTORATE OF EDUCATIONAL SERVICES (Rm 519)
DENBY DALE NURSERY SCHOOL
Wakefield Road, Denby Dale, West Yorkshire WF1 1JW
Applications are invited from suitably qualified teachers for the post of Deputy Head of this GROUP 3 nursery school which caters for the age range 3-5 years. The appointment will date from September 1985.
Application forms and further details (a.n.f.s.) available from the Director of Educational Services (Ref: 11547). Closing date: 31st May 1985. An Equal Opportunity Employer. (11547) 100586

BROMLEY

LONDON BOROUGH OF BROMLEY
MIDFIELD PRIMARY SCHOOL
Grovelands Road, St. Paul's Cx, Orpington, Kent BR5 3EG
Nursery LA99
TEACHER, Scale 3
Required for the Autumn Term 1985 a permanent teacher to be in charge of a nursery class. Morning and afternoon sessions of 30 children.
Willingness to take an active part in the Primary School's development, vertically grouped school assistant.
Under the Education Act 1980, Section 19 (1), the provision of a Nursery class attached to the school might cease in July 1985. However, it should be emphasized that the Authority does have a Redevelopment Agreement.
Application forms and further details should be obtained from the Director of Education and Arts, PO Box 55, Federation House, Civic Centre, Bolton BL1 1JW. Closing date for applications: 24th May 1985. (11547) 100586

BOLTON

METROPOLITAN BOROUGH OF BOLTON
STARPLES CH SCHOOL
Bolton Lanes Street, Bolton BL1 1JW
Required from 1 September 1985
NURSERY TEACHER, SCALE 1
Application forms available from the Director of Education and Arts, PO Box 55, Federation House, Civic Centre, Bolton BL1 1JW. Closing date for applications: 24th May 1985. (11547) 100586

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Please address classified advertisements to: John Ladbroke, The Advertisement Manager, The Times Educational Supplement, Priory House, St. John's Lane, London EC1M 4BX. Classified Advertisement Rates: Single Column £2.10 per line (min. 3 lines). Classified Display £12.00 per a.c. (min 9.5cm x 2x228). Box number facility £5.00. Copy deadline (space permitting) Monday preceding Friday of publication. Corrections deadline 10.30am Tuesday preceding Friday of publication. Cancellation deadline 4.30pm Monday preceding Friday of publication. All advertisements are published subject to the Terms and Conditions of Times Newspapers Ltd. (available on request).

NEWHAM

LONDON BOROUGH OF NEWHAM
RICHMOND UPON THAMES
HAMPTON WICK INFANT SCHOOL
Normanville Avenue, Hampton Wick, Middlesex TW1 1NR
Tel: 01-877 3871

A Nursery teacher is required for September 1985 to teach MORNINGS ONLY in a recently built, well-equipped nursery attached to an Infant School. This is a part-time temporary post for one term only to cover the absence of a teacher on secondment. Applicants must be nursery trained and/or have nursery teaching experience. Teachers interested in applying for the post are invited to visit the nursery. Please telephone the school for an appointment. (11547) 100586

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES (Rm 501)
OUR LADY OF LOURDES R.C. (A) J.I. & M. SCHOOL
Bredford Boulevard, Shearidge, Huddersfield
Required for September 1985 a teacher SCALE 1 with nursery training and/or experience for a well established 30 place nursery.
Application forms available from the Head Teacher to whom they should be returned within 14 days of the appearance of this advertisement. (11547) 100586

NORTHAMPTONSHIRE

NURSERY TEACHERS (Scale 1)
Nursery experienced teachers are required for Scale 1 Posts in a nursery class attached to the school from September 1985.
Applications from colleagues leaving will be welcomed.
Application forms (a.n.f.s.) available from the County Education Officer (Ref: 11547). Closing date: 31st May 1985. (11547) 100586

BOLING

EDUCATION COMMITTEE
FORDRIDGE INFANT SCHOOL
Meriden Drive, Kinghurst, Birmingham B37 8EX
NURSERY TEACHER SCALE 1
Required September 1985.
Send a.n.f. to Head Teacher for application form. Closing date: 31st May 1985. (11547) 100586

BUCKINGHAMSHIRE

MILTON KEYNES AREA
Equal Opportunity Employer
SCHOOL
Milton Drive, Benthall, Milton Keynes MK8 3ND
REPLYTEACHER - Group 3
Applications are invited for the Headship of this established purpose built school which caters for the 3 to 6 year age range. The post will be available from September 1985.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of facilities to buy in the area.
Application forms and further details are available from the Education Officer, (A. Dimmock, B.Sc. M.Ed., at the Milton Keynes Area Education Office, 1 Witten Gate East, Milton Keynes MK9 3BB, or contact 0494 66666. Closing date: 31st May 1985. (11547) 100586

HARINGEY
Persons with Humanity
Dr MARTINUS J. FORRENS
J.M. & F.C. 1002,
Black Road, London N11
Tel: 01035 1 145
The Governors now seek to appoint
a highly qualified teacher
to teach in the Scale 1 post
with possibility of Scale 2
experience. The successful
candidate will be expected
to offer a curriculum arranged
in accordance with the
National Curriculum.
Application forms to
be obtained from the City
of Education Officer, Education
Office, 48-52 Station Road,
Wood Green, London N22 7JF
and should be returned to
Head teacher at the school
by 15th June 1989.
London allowance 1.0,
plus 1.0 for 10 years
experience.
Removal expenses - 1.0,
plus 1.0 for 10 years
experience.
(3.0) 1.0

MARINEY
Progress with Humanity
ST. JAMES'S COFE
FRIDAY 6C30L
Wentworth Avenue, London
N10 3JA Tel: 0171 855 4540
For September
a committed Christian has
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Tel: 366 3336
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GRANGE FIRST SCHOOL
Week Road South
Mid-Somerset
45535
Received from September
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 Application forms
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 Headteacher by 27th
 1958. Please enclose
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BOROUGH OF BRENT
ION COMMITTEE

SUPPLY TEACHERS

Salary of £1038 per annum is payable on an Equal Opportunities employment basis. Fully committed to Multi-Culturalism.

100

BEXLEY LONDON BOROUGH

**PRIMARY TRAINED
TEACHERS**

Full and Part Time

The Authority has a number of full and part time vacancies (including some Scale 2) for Primary trained teachers from September 1985.

Application forms available from Chief Education Officer for Schools (T.6), Town Hall, Crayford, Kent DA1 4EN (enclosing foolscap s.a.e.).

**LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE**

**SUPPLY
TEACHERS**

Qualified Teachers preferably with experience in all Age Groups are invited to apply for positions on Brent's pool of SUPPLY TEACHERS (Scale 1). The work could include long term cover for teachers on maternity leave as well as for casual sickness. Application forms (sae) from Director of Education, PO Box 1, Chesterfield House, 9 Park Lane, Wembley, Middx HA9 7RW returnable by 31 May 1985. (Reference GIPA).

London Allowance of £1038 per annum is payable. Brent is an Equal Opportunities employer. Brent is fundamentally committed to Multi-Cultural Education.

ASSISTANT TEACHERS
required September 1985 at:-

OW SCHOOL & COMMUNITY COLLEGE,
8DY, Tel. 0203 467779 (600 on roll)

MATICS able to teach subject throughout the ability range.
For suitably qualified candidates. Further details available from the school.

OW SCHOOL & COMMUNITY COLLEGE,
Tel: 0203 517356 (Social Priority School 1331 on roll)

JAGES Scale 1, able to offer Gujarati, Hindi, Urdu and Punjabi.

UCATION Scale 1 with some Health Education. Temporary only.

EXED COMPREHENSIVE SCHOOL,
Tel: 0203 23542 (1013 on roll)

UCATION Scale 1. Well qualified, enthusiastic and sympathetic to make a contribution to the work of the existing department which has a special Development. Religious Studies is taken as an examination subject level.

to replace someone with a clear Christian involvement. Further the school.

Governors c/o the school

with full curriculum vitae and names and addresses of two of whom should be present/last Head Teacher to the school concerned unless otherwise stated within 10 days of appointment. Enclose SAE if acknowledgement required.

ties.

an equal opportunity employer

EXTRA

REFERENCE BOOKS

Welcome words

John Weightman praises, though not unreservedly, an important new dictionary

Longman Dictionary of the English Language.
Longman £14.95. 0 582 55511 6.

There are so many good English dictionaries available already, even under the Longman imprint, that the publication of a new one-volume lexicon might also seem an unnecessary luxury. We are living, in fact, through a golden age of lexicography, when several publishing houses - the OUP, the CUP, Harrap, Collins, Longman, etc. - vie with each other in producing monolingual or bilingual works of exemplary collective scholarship. Would that everything in English literature were up to the standard of present-day dictionary-making! If I raise my eyes from this page, I see around me no less than eight stout volumes of quite recent provenance, one or more of which I consult daily, offering up, as I do so, a prayer of thanks to their authors. The new Longman will now join the cohort because, on comparing it with the others, I see that it has some particular and valuable features.

It is intended as the best possible compromise between the "concise" form and the multi-volume dictionary. With 90,000 head-words, it is more than twice as big as the Oxford Concise, which has 40,000. It is correspondingly heavy, but still manageable, since it can be picked up in one, fairly

strong, hand. Its preparation has been presided over by a committee of experts under the chairmanship of Sir Randolph Quirk, Principal of London University and a leading figure in contemporary English-language studies. The list of authorities consulted in every area from sport to religion is extremely impressive, and data-banks of linguistic information have also been called into service. The print, though small, is beautifully clear, and the paper and binding are excellent.

Like the earlier *Longman Dictionary of Contemporary English*, it seems to have been conceived for the international public rather than for purely English users. This is a very good thing, since it both corresponds to the world-status of English and, more importantly, reflects the modern linguistic perception that no language "belongs" in any ultimate sense to any one group of its speakers; it is, by its very nature, a sort of gaseous mix of conventions floating between indi-

vidual minds, never apprehended in absolutely identical ways by all of them, and fluctuating in continuous change. This is why the definitions are cautiously worded, and why care is taken to distinguish in detail between standard and regional usage, as well as between British, American and ex-colonial terminology. Near-synonyms, such as "weak", "feeble", "frail", "fragile", or "collected", "assemble", "gather", are compared and contrasted with the help of examples. There is also a section - prescriptive but not dogmatic - on such grammatical uncertainties as the "dangling" participle and the use of singular and plural verb-forms with certain collective nouns. Advice is given about controversial semantic points, such as the use of "hopefully" in the sense of the German *hoffentlich*. The whole is rounded off with appendices giving comparative tables of weights and measures, religious calendars, military ranks, and so on.

However, excellent though the volume is, I have two reservations about it. First, a minor one: the policy about etymologies could have been more economical and apposite. Why devote space to telling us, for instance, after "sheep", that it is "ME fr OE *scēap*, akin to OHG *swē* sheep", and then repeat the information to some extent in relation to "shepherd"? Very few general readers will need to be acquainted with the various historical forms of a given word; what concerns them is its primary origin in Germanic. Romance or other sources, when this is known with some certainty (many etymologies, of course, are unknown or uncertain), or its significant or interesting semantic shifts (eg "mob" and "to mob" from *mobile* vulgaris). Perhaps this latter aspect, which is the German *hoffentlich*, the whole is rounded off with appendices giving comparative tables of weights and measures, religious calendars, military ranks, and so on.

not by means of the International Phonetic Alphabet, as is the sensible practice of the Harrap and Collins dictionaries, but by an *ad hoc* arrangement of letters, similar to, but different from, that used, so regrettably, in the Oxford dictionaries. The argument is that such a system will be easier, as if the poor reader-person could not be counted on to master the IPA. But will he or she be helped by a sign-system that transliterates "brook" as *brook*, "hoor" as *hooli*, "but" as *bar* and "but" as *but*? (In any case, there is a debatable point here: do not most native speakers pronounce "but" and "but" identically as *bar*, except when "but" is elided in an unreserved position?) The great virtue of the IPA is that, in the field of language, which is still so resistant to truly scientific analysis, it at least represents a first scientific approximation to the identification of sounds by the allocation of a single sign to each phoneme. It seems extraordinarily amateurish and misleading to represent single sounds by two or even three letters, as in the ridiculous *hooli*. One would have expected the distinguished committee to uphold the scientific principle, especially since its chairman, Sir Randolph Quirk, was a former member of University College, where Daniel Jones was such a valiant pioneer of phonetics. It is sad that, in the course of so much good work, a modest, but important, academic tradition has been betrayed.



Caucasus
Zelkova - from
The Complete
Guide to Trees
of Britain and
Europe by Alan
Mitchell and
David More
(Dragon's
World £4.95.
185028 000 2).

Meat dishes in the sky

A Handbook of Living Religions.
Edited by John R. Hinnells.
Viking £10.95. 0 700 80037 6.
The Dictionary of Beliefs. By Richard Kennedy.
Ward Lock Educational £8.95. 7062 4291 2.
Edited by Richard James.
Batsford £6.95. 7134 3655 7.

Did you know that Kimbanguist Christians use sweet potatoes and onions instead of bread and wine at Communion? That nudity is not an "absolute requirement" of the Jain religion? Or that some Eskimos believe in a "unity of all living beings"?

All this and more, as they say, can be discovered in the impressively large and comprehensive new *Handbook of Living Religions*. Besides the major world faiths, it surveys less frequently

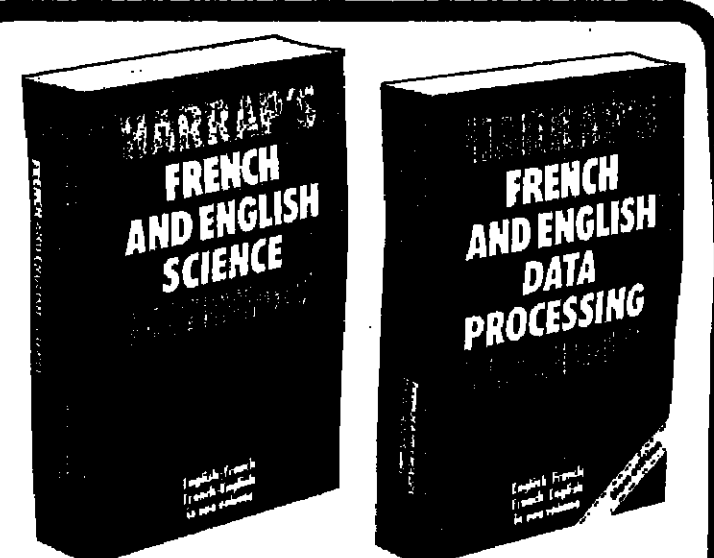
studied religions such as Zoroastrianism and living Chinese and Japanese beliefs as well as those practised by primal societies. In a series of generally readable chapters (each by an author revered in his or her field), the history, major teachings and practices of each faith are outlined, and local variants and modern developments noted. There are some inconsistencies. For example, does Methodism merit only a single textual reference and then in a chapter on "modern alternative religions", along with Aleister Crowley's black magic, the Hare Krishna movement and Memesim? Even so, this is a valuable compilation and a useful antidote to the editor's recent, labyrinthine *Dictionary of Religions*.

If both Hinnells' books will appeal more to advanced students, Richard Kennedy's *Dictionary of Beliefs* will be invaluable throughout the secondary school. Concise explanations devoid of

jargon, excellent photographs (many in full colour) and cross references make it a book to delight the browser and help the young student. For example, while Hinnells assumes the seeker after information about the Jewish festival of Hanukkah will look under Chanukah, Kennedy carefully directs his reader. Less carefully, entries on the Church of England and poor old Methodism have been omitted, despite being cross-referenced elsewhere. Nevertheless, for accessibility, objectivity yet sympathetic treatment of its subject and general attractiveness, it can be thoroughly recommended.

For those making a special study of *Islam* at CSE or O level, Richard James' contribution to Batsford's *Dictionary of World Religions* series will prove useful, even if the less than crisp grey photographs are not particularly enticing.

David Self



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DESIGN & TECHNOLOGY

HERTFORDSHIRE
ST. GEORGE'S SCHOOL
Carlton Road, Harpenden,
Herts. AL5 4TP
Required for September
1985. Assistant Teacher,
Craft, Design and Techno-
logy. At present Tech-
nology is taught up to O
level.
Applications to the Head-
master, The Rev. I.D. Gil-
lis, M.A. (13008) 132122

HERTFORDSHIRE
THE ASTLEY COOPER
SCHOOL
St. Annells Lane, Hemel
Hempstead, Herts HP2 1EL
Tel: Hemel Hempstead (0452)
11-18 mixed comprehensive
school, 1,000 on roll.
Required for September
1985. Teacher for C.D.T.
level 1. There will be five
teaching posts in the de-
partment. The work-
shop facilities for C.D.T. and
Technology are excellent and
the school has a large
number of facilities for C.D.T. and
Technology. The school is
located in a new building
with a large hall and a
large number of classrooms.
Letters of application with
the names of two referees to
the Headmaster.
(132122)

HERTFORDSHIRE
THE CHAINING SCHOOL
Park Road, Ware,
Hertfordshire AL9 4BB
11-18 Number on Roll 801
D.T. Teacher - Scale 1
Required for September
1985, an enthusiastic teacher
willing to become an active
member of a team teach-
ing department with com-
prehensive facilities for C.D.T.
and Technology. The school
has a large hall and a large
number of classrooms.
Letters of application with
the names of two referees to
the Headmaster.
(132122)

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
TEMPLE SECONDARY
SCHOOL
Bromley Farm Road,
Fridaysbury, Rochester,
Kent ME1 1JL
Required for September 1985
a teacher of Craft, Design
and Technology to join a
department of 5 specialists. The
department is located in a
new building with a large
hall and a large number of
classrooms. The school is
located in a new building
with a large hall and a large
number of classrooms.
Applications to the Head-
master enclosing a C.V. and
names and addresses of two
referees. (S.A.E. please).
(11374) 132122

KIRKLEES
METROPOLITAN COUNCIL
EDUCATION SERVICES
TECHNOLOGY
The school is a voluntary-aided
school in the trusteeship of the
Kirklees Education Trust. There
are 1100 boys and 1200 girls
in the school. The school is
located in a new building
with a large hall and a large
number of classrooms. The
school is located in a new
building with a large hall and
a large number of classrooms.
Applications to the Head-
master enclosing a C.V. and
names and addresses of two
referees. (S.A.E. please).
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LONDON
THE LONDON ORATORY
SCHOOL
Sagrave Road, London SW6
18X
Tel: 01-385 0108
The school is a voluntary-aided
school in the trusteeship of the
Oratory Society. There are 1100
boys and 1200 girls in the
school. The school is located
in a new building with a large
hall and a large number of
classrooms. The school is
located in a new building with
a large hall and a large number
of classrooms.
Applications to the Head-
master enclosing a C.V. and
names and addresses of two
referees. (S.A.E. please).
(11047) 132122

NORTHAMPTONSHIRE
NORTHAMPTON SCHOOL
Billing Road, Northampton
NN1 5AT
Required for September
1985. Teacher (Scale 1)
for C.D.T. and Techno-
logy. The school is a volun-
tary-aided school in the
trusteeship of the Northampton
Education Trust. There are 1100
boys and 1200 girls in the
school. The school is located
in a new building with a large
hall and a large number of
classrooms. The school is
located in a new building with
a large hall and a large number
of classrooms.
Applications to the Head-
master enclosing a C.V. and
names and addresses of two
referees. (S.A.E. please).
(132122)

132122

METROPOLITAN BOROUGH

COUNTHILL SCHOOL
Counthill Road, Oldham
Metropolitan Borough
Scole 1
Required for September
1985. Assistant Teacher,
Design and Technology.
An ability/interest in
Art/Photography would be
an advantage.
Application forms (see)
from the Head of the school
returnable to her by 20th
May 1985. (132122) 132122

OXFORDSHIRE
COUNTY COUNCIL
WANTAGE SCHOOL
Counthill Road, Oldham
Metropolitan Borough
Scole 1
Required for September 1985
a well qualified and enthusiastic
teacher to share in the de-
partment. The work-
shop facilities for C.D.T. and
Technology are excellent and
the school has a large
number of facilities for C.D.T. and
Technology. The school is
located in a new building
with a large hall and a large
number of classrooms.
Letters of application with
the names of two referees to
the Headmaster.
(132122)

OXFORDSHIRE
COUNTY COUNCIL
CHILTERN SCHOOL
Rondeau Lane, Sonning
Oxfordshire RG4 9LN
11-18 Comprehensive 1,100
Required for September 1985
Teacher of Design and Techno-
logy to join a team of four
teachers in the various aspects
of the design and technolo-
gy department. The school is
located in a new building with
a large hall and a large number
of classrooms. The school is
located in a new building with
a large hall and a large number
of classrooms.
Letters of application with
the names of two referees to
the Headmaster.
(11224) 132122

SURREY
EDUCATION COMMITTEE
OXFORD COUNTY SCHOOL
Rondeau Lane, Sonning
Oxfordshire RG4 9LN
11-18 Mixed Comprehensive -
Form 1
Required for September 1985
a well qualified and enthusiastic
teacher to share in the de-
partment. The work-
shop facilities for C.D.T. and
Technology are excellent and
the school has a large
number of facilities for C.D.T. and
Technology. The school is
located in a new building
with a large hall and a large
number of classrooms.
Letters of application with
the names of two referees to
the Headmaster.
(11224) 132122

SUTTON
EDUCATION DEPARTMENT
GREENSHAW HIGH SCHOOL
Rondeau Lane, Sonning
Oxfordshire RG4 9LN
11-18 Mixed Comprehensive -
Form 1
Required for September 1985
a well qualified and enthusiastic
teacher to share in the de-
partment. The work-
shop facilities for C.D.T. and
Technology are excellent and
the school has a large
number of facilities for C.D.T. and
Technology. The school is
located in a new building
with a large hall and a large
number of classrooms.
Letters of application with
the names of two referees to
the Headmaster.
(11224) 132122

WOLVERHAMPTON
EDUCATION COMMITTEE
WOLVERHAMPTON SCHOOL
Rondeau Lane, Sonning
Oxfordshire RG4 9LN
11-18 Mixed Comprehensive -
Form 1
Required for September 1985
a well qualified and enthusiastic
teacher to share in the de-
partment. The work-
shop facilities for C.D.T. and
Technology are excellent and
the school has a large
number of facilities for C.D.T. and
Technology. The school is
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number of classrooms.
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(11224) 132122

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Oxfordshire RG4 9LN
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Required for September 1985
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Technology are excellent and
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number of facilities for C.D.T. and
Technology. The school is
located in a new building
with a large hall and a large
number of classrooms.
Letters of application with
the names of two referees to
the Headmaster.
(11224) 132122

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WILTSHIRE

THE COMMONWEAL
SCHOOL
The Mall, Swindon SN1 4JF
Head Teacher: Mr. M.R.
Salt, B.A.
11-16 Comprehensive
School (Mixed), Est.
N.O.R. Sept. 1985 - 1016
Required for September
1985, a Scale 1 teacher
of Technology and Electro-
nics.
The school has a new
excellent facilities for Design
Studies and Modular Tech-
nology courses. The ability
to teach microprocessor
control would be an advan-
tage.
Letter of application,
c.v. and names and address
of two referees to the
Headteacher at the school
as soon as possible.
(132122)

NORTH YORKSHIRE
COUNTY COUNCIL
SHERBURN HIGH SCHOOL
Garden Lane, Sherburn
Elmet LS15 2AS
11-18 mixed comprehensive
school with 1170 pupils on
roll.
Required for September 1985
an experienced economics
graduate to teach TVEI New
Business Technology. Com-
merce and Keyboard skills.
Relocation grants available.
Letter of application (no
forms) including C.V. and
names of two referees to
Principal. Closing date Fri-
day, May 24th. 132220
(132122)

Scale 1 Posts
DERBYSHIRE
See Derbyshire Display
advert post reference 28/
(11108) NE/1727 Page 32222

DORSET
POOLE GRAMMAR SCHOOL
Gravel Hill, Poole BH17 7JU
Form 1
Required for September 1985, a
teacher to teach Economics
and a popular one. The
school is located in a new
building with a large hall and
a large number of classrooms.
Letters of application with
the names and addresses of two
referees.
(132122)

WARWICKSHIRE
AYLESFORD SCHOOL
Shelley Avenue, Warwick
CV34 6LA
Temporary HEAD OF
ECONOMICS/DESIGN
STUDIES, Scale 2, re-
quired for the year 1985/86,
during the absence of the
post holder. Work
at all levels up to level 18
in the TVEI school.
Further details and ap-
plications available
from the Head,
S.A.E. (11312) 132122

WOLVERHAMPTON
EDUCATION COMMITTEE
WOLVERHAMPTON SCHOOL
Rondeau Lane, Sonning
Oxfordshire RG4 9LN
11-18 Mixed Comprehensive -
Form 1
Required for September 1985
a well qualified and enthusiastic
teacher to share in the de-
partment. The work-
shop facilities for C.D.T. and
Technology are excellent and
the school has a large
number of facilities for C.D.T. and
Technology. The school is
located in a new building
with a large hall and a large
number of classrooms.
Letters of application with
the names of two referees to
the Headmaster.
(11224) 132122

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WOLVERHAMPTON SCHOOL
Rondeau Lane, Sonning
Oxfordshire RG4 9LN
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Form 1
Required for September 1985
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Technology. The school is
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number of classrooms.
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the Headmaster.
(11224) 132122

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EAST SUSSEX

NORTHAMPTONSHIRE
COUNTHILL SCHOOL
Counthill Road, Oldham
Metropolitan Borough
Scole 1
Required for September
1985. Assistant Teacher,
Design and Technology.
An ability/interest in
Art/Photography would be
an advantage.
Application forms (see)
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returnable to her by 20th
May 1985. (132122) 132122

OXFORDSHIRE
COUNTY COUNCIL
WANTAGE SCHOOL
Counthill Road, Oldham
Metropolitan Borough
Scole 1
Required for September 1985
a well qualified and enthusiastic
teacher to share in the de-
partment. The work-
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Technology are excellent and
the school has a large
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Rondeau Lane, Sonning
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11-18 Comprehensive 1,100
Required for September 1985
Teacher of Design and Techno-
logy to join a team of four
teachers in the various aspects
of the design and technolo-
gy department. The school is
located in a new building with
a large hall and a large number
of classrooms. The school is
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a large hall and a large number
of classrooms.
Letters of application with
the names of two referees to
the Headmaster.
(11224) 132122

SURREY
EDUCATION COMMITTEE
OXFORD COUNTY SCHOOL
Rondeau Lane, Sonning
Oxfordshire RG4 9LN
11-18 Mixed Comprehensive -
Form 1
Required for September 1985
a well qualified and enthusiastic
teacher to share in the de-
partment. The work-
shop facilities for C.D.T. and
Technology are excellent and
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Technology. The school is
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SUTTON
EDUCATION DEPARTMENT
GREENSHAW HIGH SCHOOL
Rondeau Lane, Sonning
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a well qualified and enthusiastic
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with a large hall and a large
number of classrooms.
Letters of application with
the names of two referees to
the Headmaster.
(11224) 132122

132122

HEREFORD AND WORCESTER

ST. AUGUSTINE'S R.C.
HIGH SCHOOL
Stonaplane Lane, Hunt End,
Redditch
Required for September
1985 scale 1 temporary
teacher for up to one year to
cover absence of a teacher.
The school is a Roman Catholic
school. The school is located
in a new building with a large
hall and a large number of
classrooms. The school is
located in a new building with
a large hall and a large number
of classrooms.
Applications to the Head-
master enclosing a C.V. and
names of two referees to the
Headmaster. (S.A.E. please).
(132122)

SHROPSHIRE
EDUCATION COMMITTEE
VALE HALL SCHOOL
Water Orton Road, Vale
RD1 1JL
Tel: 01773 748 121/2 and 121
281
Required for September 1985
a well qualified and enthusiastic
teacher to share in the de-
partment. The work-
shop facilities for C.D.T. and
Technology are excellent and
the school has a large
number of facilities for C.D.T. and
Technology. The school is
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SHROPSHIRE
EDUCATION COMMITTEE
VALE HALL SCHOOL
Water Orton Road, Vale
RD1 1JL
Tel: 01773 748 121/2 and 121
281
Required for September 1985
a well qualified and enthusiastic
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number of classrooms.
Letters of application with
the names of two referees to
the Headmaster.
(132122)

SURREY
EDUCATION COMMITTEE
OXFORD COUNTY SCHOOL
Rondeau Lane, Sonning
Oxfordshire RG4 9LN
11-18 Mixed Comprehensive -
Form 1
Required for September 1985
a well qualified and enthusiastic
teacher to share in the de-
partment. The work-
shop facilities for C.D.T. and
Technology are excellent and
the school has a large
number of facilities for C.D.T. and
Technology. The school is
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number of classrooms.
Letters of application with
the names of two referees to
the Headmaster.
(11224) 132122

SUTTON
EDUCATION DEPARTMENT
GREENSHAW HIGH SCHOOL
Rondeau Lane, Sonning
Oxfordshire RG4 9LN
11-18 Mixed Comprehensive -
Form 1
Required for September 1985
a well qualified and enthusiastic
teacher to share in the de-
partment. The work-
shop facilities for C.D.T. and
Technology are excellent and
the school has a large
number of facilities for C.D.T. and
Technology. The school is
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number of classrooms.
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the Headmaster.
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WOLVERHAMPTON
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Oxfordshire RG4 9LN
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Form 1
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Form 1
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132122

SHROPSHIRE

ST. AUGUSTINE'S R.C.
HIGH SCHOOL
Stonaplane Lane, Hunt End,
Redditch
Required for September
1985 scale 1 temporary
teacher for up to one year to
cover absence of a teacher.
The school is a Roman Catholic
school. The school is located
in a new building with a large
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SHROPSHIRE
EDUCATION COMMITTEE
VALE HALL SCHOOL
Water Orton Road, Vale
RD1 1JL
Tel: 01773 748 121/2 and 121
281
Required for September 1985
a well qualified and enthusiastic
teacher to share in the de-
partment. The work-
shop facilities for C.D.T. and
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What's in a jam sandwich?

Patrick Hanks on transatlantic English

The British/American Dictionary. By Norman Moss. Hutchinson £3.95. 0 09 156221 X. English English. By Norman W Schur. Verbatim Books £16.50.

What is the point of a British/American dictionary?

Both these books are revised editions of earlier works. Moss is workmanlike, covering most of the major differences between British and American English and a few of the subtler ones. Just about all of his information can be found in the bigger standard dictionaries of English, but it is useful to have it gathered together in a handy paperback. Schur's is a much larger work, beautifully produced, recording a very large number of Britishisms, some of which will come as a surprise to people who thought they were speakers of British English. For either of these books to make a really valuable contribution to lexicography, much more careful attention would have been needed to the variables of time, region, register, and frequency.

Take the variable of time. It may surprise some British readers that Moss lists as Americanisms *ACIDC*, *ballyhoo*, *bouncer*, *brunch*, *dumper car*, *charge nurse*, *chased* (a drink), *department store*, *gobbledygook*, and *puke*. If these are Americanisms, they are only historically so. Time has seen them acquire a wider currency: they hardly belong in a modern dictionary of differences. Contrariwise, Moss records as American some terms which are merely obsolete, though he does not label them as such.

The entry - *dirigible*, *n* zeppelin - does not inspire confidence in the accuracy or contemporary relevance of this little dictionary. Its plausibility may take further knocks from our scepticism about whether American schoolboys really do still invite each other to "put up your dukes" and whether Americans of either sex still describe a pet female as a *gidget*. The first is now old-fashioned, and the second has always been rare. This needed to be said.

Schur's interest in quaint and obscure Britishisms likewise requires a more sophisticated labelling system than the one he actually uses. It is misleading to imply that *joey* (= a threepenny bit) and *jollip* (= a patent medicine or home remedy) are as common as *I'm jiggered* or one's *John Thomas*. Schur is full of antiquarian, nautical, and cultural curiosities which will perhaps delight or amuse British readers - not least, perhaps, because of the possibility of transatlantic misconceptions created by such entries as:

Jam, *n* treat. *Slang*. A real jam is British slang for a real treat. The entry continues: A jam sandwich in Britain can mean what it does in America, but it is also a term used to mean the kind of layer cake which has jam between the layers.

There is no mention of police cars. (In Birmingham at least a white police car with a red stripe along the side is known as a *jam sandwich*.)

The most valuable service that a British/American dictionary can perform is to highlight "confusables": expressions which may seem identical, but which are in fact different. Moss does this well, at a fairly unsophisticated level. *City editors*, for example, in the United States have no particular responsibility for financial news: they are the people in charge of local news.

The American *cruet* is a vinegar bottle rather than a pepper and salt set. The *petrolgasoline* distinction is duly noted, but not *der*, a peculiarly British word which has discomfited at least one American driver of my acquaintance. Moss also fails to note that Americans regard the British use of *envisage* as illiterate, preferring the word *envision* for the meaning of offering personal forecasts of the future. Nor does he record the American expression a *ballpark figure* meaning a rough estimate.

True Americanisms are of two kinds: cultural and linguistic. Linguistic Americanisms are exemplified in such well-known pairs as *panslousers*, *dumbdumb*, and *cabalbeach*. Cultural Americanisms are terms for which there is no British equivalent, because the thing denoted does not exist in Britain. Examples are *cactus*, *diner*, *dude ranch*, geographical terms (*bayou*, *coulee*, *chaparral*), and flora and fauna. Moss includes a few plant and animal names, but is not always accurate. For example, he suggests that *buckeye* is the American word for the horse chestnut. This is wrong: *buckeye* denotes any of several American trees and shrubs related to the horse chestnut, but *horse chestnut* is as American a term as *apple pie*. He does better for American readers with *conker*, though he gives no indication of how the game of *conkers* is actually played. That service is performed by Schur.

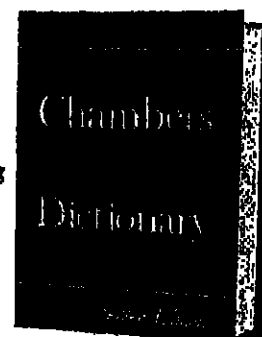
Moss's book is ideal for browsing through on a transatlantic flight. It is crisp and readable, but should be taken with a pinch of salt. Perhaps it will inspire someone to undertake a more thorough linguistic description of the differences. Schur's book is more entertaining, especially for American readers, but it is no more reliable, and Merrie Olde England, characteristic of American tourists.

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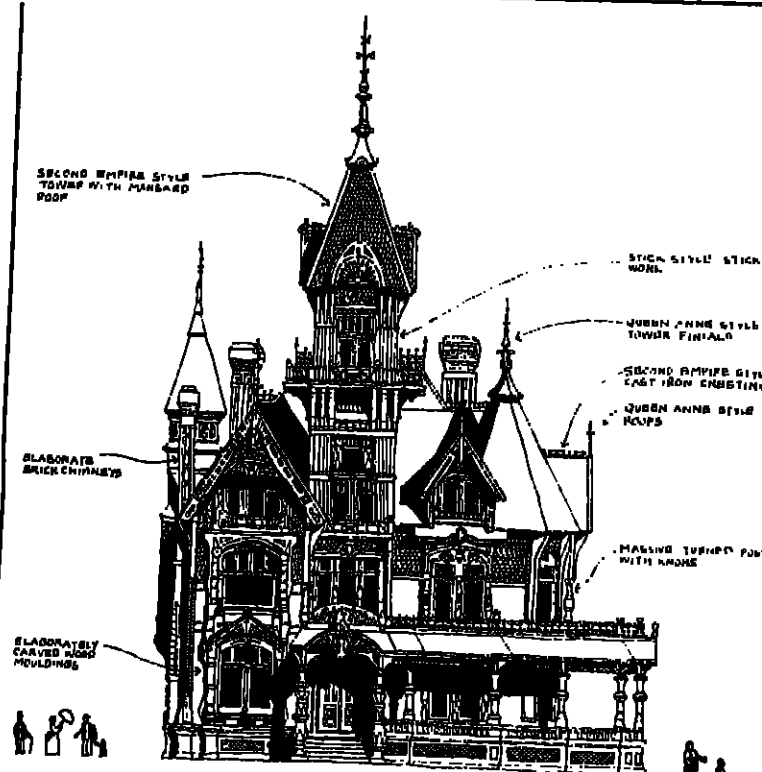
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1888, William McKendie Cason mansion in Eureka, California

Home sweet home

American Shelter. An Illustrated Encyclopedia of the American Home. By Lester Walker. (Overlook Press; Faber & Faber £22.50. 0 87951 1311).

The amount of research that has gone into this chronological catalogue of American house types from 300 AD to the present is indeed colossal. The result is impressive: with just enough text to explain the origins, location or justification for a particular kind of housing, and simple, clear and charming drawings, the author illustrates a vast array of styles, techniques and modes of living. Not surprisingly, American architecture emerges from

the pages of this book as the melting pot of ideas the American culture is supposed to be: the Californian Queen Anne houses - in timber - or the Mississippi "French" houses are typical of adapted European styles. In the last 40 years some of these have reappeared in mass-produced neo-colonial houses. But also in this period a multitude of original house types, using new technologies, have emerged indicating a healthy state of the art that does not seem to be reflected this side of the Atlantic.

E S Loew

Weasel words

Literary Companion Dictionary: Words About Words. By David Grambs. Routledge & Kegan Paul £14.95. 0 7102 0052 8.

Dictionary makers are still apt to hide in the shadow of Dr Johnson, disguised as harmless drudges. As often as not, though, they use Johnson's ample body of cover for assaults on one or another use or abuse of the language.

David Grambs, an American dictionary editor, has been spurred by the revival of the usage-and-abuse debate to produce a guide, not to literature, but to speech and writing. It's a fashionable distinction, and a useful one. Americans, no less than the British or French, are prone to bouts of paranoia about the state of the language; what distinguishes them is their greater willingness to tamper with it in the first place. General Halg-speak is now a recognized dialect; American sub-editors routinely invent and reinvent to catch their readers; the rate of linguistic change is extraordinary.

Grambs has assembled a huge range of "words about words", indicating both the diversity and flexibility of our language and, simultaneously, our

obsession with it. He includes a score of special sections - on "weasel words", advertising and newspaper lingo, common pitfalls, notorious incomprehensibles - that are both useful and entertaining. The whole thing is illustrated, Johnson-style, with quotations from a dazzling range of sources. The drawings are obvious. Grambs' quotes aren't dated and in no sense LCD n dictionary on historical principles. This, and its very obvious Americanness, prompts one or two queries: "yellow back", tagged "bird", for pulp fiction, is either archaic or a transposed Americanism; "carriwitcher" means a riddle or teasing pun, but for whom? and when?

Since he is willing to dub it all a galleymurphy, Grambs is at least clear that his dictionary works better as an entertainment than as a reliable hand-book. But just as Rice Krispies go "KNAPI KNAETTER KNAETTER" in South Africa, "POKSI RIKSI RAKSI" in Finland, the universalization of one kind of culture doesn't necessarily entail the universalization of all others. We do remain divided from the Americans by our common language, tongue or speech.

Brian Morton

Bush telegraph

The Australian Pocket Oxford Dictionary. 2nd edition. Edited by George W Turner. Oxford University Press £8.95. 0 19 554560 5

"We gave our bobbydazzler of a budgerigar some plunk for its tucker, and it chundered all over my strides!" More and more Australianisms are finding their way into our language, or at least becoming familiar to us. But the process is not a new one: "bush telegraph", for instance, comes from the way escaped convicts in the bush passed on information about police whereabouts. In contrast, many expressions we think of as quintessentially Australian, such as "dinkum" and "larrikin", are actually preserved English dialect words.

These facts emerge from a dip into

the new Australian Pocket Oxford Dictionary, a dictionary of English from an Australian standpoint, with Australian pronunciation and spelling. British, US, and New Zealand usage is marked where it differs, particularly useful where words mean something else "down under", as in "lay-by" (reserving goods in a shop), "spell" (rest from work), "hooray" (goodbye), and "crooked" (angry). Specifically Australian expressions such as "beaut" and "ripper" (though not, surprisingly, "ripper") are labelled as such. Modern slang is well represented: "stubby", "poky" and "blue" should bring a tear to the eye of all exiles from the "you-bour country". Also recommended for filmgoers, novel readers, poem relations, and anyone fascinated by words.

Sue Lloyd

Theatre facts for fans

The Oxford Companion to American Theatre. By Gerald Bordman. Oxford University Press £35.00. 0 19 503443 0.

The Oxford Companion to American Theatre looks like the OUP's first excursion into the fanzine. Packed with the plots, cast lists and number performances of long-forgotten but "successful" (ie long-running, Broadway) plays with items on troupes of obscure 19th-century rope dancers looming relatively large, this is a book more adapted to the tortured logic of the buff than to the student or mere enthusiast. There are a good many people who know about American drama; Gerald Bordman's previous forays into its documentation appear to be confined to several books on the American musical, and a doctoral dissertation on a subject of folklore. What the OUP saw is very much what they got. We got a book which should more fairly be titled *Companion to Popular American Theatre*.

"...We have included as many commercially successful plays as practicable, regardless of the fact that they now may be totally forgotten or have no claim to permanence," says the Preface. If they have no claim to permanence, why enshrine them between hard covers? Fans and buffs don't like making judgements; but they do enjoy amusing facts for fact's own sake. Running through this book like a subtext is Mr Bordman's terror of discrimination.

Often this leads to risibly schoolboy locations, so reliant on received opinion that one wonders whether the author has actually read the "giant" (dramatist) in question. Thus, his entry on Tennessee Williams begins: "Considered by many to be the leading playwright of his age..." while O'Neill's starts: "Generally acknowledged as the greatest of all American playwrights..." Bordman is equally at sea among reviewers, where John Simon is "Often perceived as the most virile of contemporary critics" while Elie Barnes is "often considered the major newspaper critic easiest to please." Is the NY Post, for whom Barnes now writes, a major newspaper anyway? And what quirk of mind could write an entry for Leonard Bernstein equal in length to the item succeeding it, on "Bertha, the Sewing Machine Girl", a melodrama which ran for nine performances in 1909?

It was not a good idea for the author to invite us, as Bordman does in his Preface, to compare his work with the infinitely crisper and more intelligent *Oxford Companion to the Theatre*, edited by Phyllis Hartnoll. Hartnoll has a bibliography; Bordman limits himself to one book (usually the wrong one) per personage. Hartnoll has illustrations, whereas Bordman, for all his gush, does not. And the general Hartnoll book is actually better on most subjects pertaining to the US - having, for example, more insight into Tennessee Williams, more information on the Federal Theater Project, and more ability to cope with Peter Brook (who has brought more recent experimental work to the US than to Britain).

But it is Bordman's approach to the avant garde - where the US is, or until recently, was, very strong - that makes one want to cry. There are cursory items on the newer playwrights (Shepard, Mamet, Rabe) and a brief geographical entry on off-Broadway (in which there's a line given to off-off); but virtually nothing on the real avant garde: no Robert Wilson or any other visually or dance-based drama, no Mabou Mines, no Joe Chaikin - all of whom have been influential round the world. But there is the Living Theater ("daring, frequently leftist... little chance of commercial success") and La Mama. Although the entry says nothing La Mama's plays, I now know that Ellen Stewart who runs the company "previously served as an elevator operator".

Victoria Radin

Atlases: time for a rethink

Batholomew World Atlas. 13th edition. John Bartholomew & Son Ltd £16.95. 0 7028 0619 6.

Bartholomew Mini World Atlas. John Bartholomew & Son Ltd £3.95. 0 7028 0704 4. £2.95. 0703 6.

Geographical Atlas of the World. Geographica Limited £17.95. 0 09 202840 3.

The Great Geographical Atlas. Mitchell Beazley £19.95 (from £35.00). 0 85333 386 3.

Encyclopedic Atlas of the World. General editor Keith Lye. The Apple Press £9.95. 1 850 760 160.

Judging from these volumes, large reference atlases are currently suffering from a severe identity crisis. Is it sufficient to provide excellent maps on their own or is it necessary to include an additional encyclopedic section and run the risk of falling between two stools? Three of these atlases are trying to have it both ways - two of them fail to bring it off at all, while one makes an honourable attempt. Even in the current economic climate, a school or college library can probably afford a variety of general and specific reference books, so the potential buyer for these double function atlases is predominantly the ambitious parent who is attracted by the addition of an encyclopedic section - two for the price of one and the lure of fantastic O level results - irresistible!

Of these recent atlases, the Bartholomew World Atlas, now in its 30th year of publication and 13th edition, is the only one in the traditional mould concentrating on detailed, comprehensive maps which are well drawn and easy to read. However, even the solid cartographers from Edinburgh have been tempted to include a brief general information section at the beginning, covering an arbitrary and limited choice of topics, such as world health, exploration and communications. The Bartholomew-style of map is well established, using clear pastel shades which do not obscure detail; relief is indicated by layers of colour from green through to brown; and people and place names are clearly

marked. The only criticism, a reflection no doubt of the atlases' long tradition, is its concentration on Europe and North America at the expense of Third World areas. Fourteen pages of maps on the US compared to seven for the whole of Africa and four on South America do not reflect the growing interest in the whole world, rich and poor alike. Nevertheless, this is an excellent atlas for both the academic and general user who appreciates good maps.

Bartholomew have also produced a companion *Mini-World Atlas* which comfortably fits into the pocket or bag. Well produced, it is easy to read and the 80-page index of 20,000-plus place names is some achievement. Not to be taken too seriously, it will probably appeal to younger children up to the age of 14.

The *Geographical Atlas of the World* is the most successful at combining an atlas with an encyclopaedia. The Encyclopaedia of the Earth section covers a wide variety of interesting topics, the diagrams are well drawn and detailed, and the photographs are highly original and of good quality. The human impact on the world is the key theme, covering topical items such as acid rain, resource exploitation, space research and environmental pollution. The environmental mapping style using a variety of colours to indicate land cover is less effective, particularly in the general maps of large regions where the combination of shadows and shading together with colour clashes are often hard on the eye. A good map should draw the reader into the area being shown and not create a clamorous image on the page.

The *Great Geographical Atlas*, now on offer at the special price of £19.95 (from £35), has more serious limitations. The detailed encyclopedic section has adopted the "look and learn" approach to presenting information. The coverage is safe and uninspiring; the diagrams and graphics are generally of a poor quality and there are few photographs. The maps are much better but with a strong emphasis on reference maps at the expense of thematic ones which is disappointing in

an atlas of this size. The index is comprehensive and there is a useful glossary of geographical terms and statistics.

The *Encyclopedic Atlas of the World* is by far the cheapest, and it shows. It's a trip-around-the-world pictorial encyclopaedia in which the information is sound but with a weakness for stereotypical images of people and places. There are very few maps for a so-called atlas and they are of a poor quality, badly drawn, difficult to read and with limited detail. The colours are messy and unpleasant to look at. The low cost is no doubt an explanation for its cheap quality but there is no excuse for including maps in which the colours in the keys are consistently different to those actually used in the maps.

The true function of reference atlases of this size and price should be to provide good quality, accurate and readable maps. Recent map projections, such as those of Peters, giving a more accurate representation of the proportionate relationship of land and oceans could be more widely used. Many projections greatly exaggerate the size of Europe and North America at the expense of the Third World nations, as large as Africa when it is in fact 15 times smaller! More satellite photos and maps would also be welcome.

There appears to be a real need for publishers to decide just what market they are trying to reach or they are in danger of pleasing no one.

Andrew Powell

Butterfly blues

Atlas of Butterflies in Britain and Ireland. By J Heath E Pollard and J A Thomas. Viking £17.95. 0 670 80006 6.

Colour Identification Guide to Butterflies of the British Isles. By T G Howarth. Viking £14.95. 0 670 80355 3.

A Complete Pocket Guide to British Butterflies. By Margaret Brooks and Charles Knight. Jonathan Cape £6.95. 0 224 02225 3.

The British butterfly population is dropping alarmingly. Modern farming methods and pesticides are cutting down or poisoning their natural habitats. The *Atlas of Butterflies*, which was commissioned by the Nature Conservancy Council, illustrates this depressing decline. The change in population for each species is illustrated with a map of the British Isles using information collected by entomologists over the past 15 years, plus figures and sightings taken from old records. Each map is accompanied by a black and white illustration of the butterfly and text giving details of habitat, as well as hopes and hazards for its continued existence. Although the authors have avoided scientific jargon, the price of the atlas plus the absence of colour illustrations may deter any but the keenest conservationists.

Graham Howarth's revised *Colour Identification Guide* is aimed at the more knowledgeable entomologist. The main part of the text is arranged in concise information tables, giving the common name of each species with colour plate references with life-size illustrations. There are also notes on variation, habitat, distribution and



An illustration from Bernard Skinner's *Colour Identification Guide to Moths* (Viking £20.00. 0 670 80354 5).

abundance. All scientific terms and abbreviations in the tables are explained. The guide is too big and expensive a book for the curious rambler, but it is a beautiful reference book for students.

The *Complete Guide to British Butterflies* is a wonderful book for on-the-spot identification. It is arranged in two sections. The first deals with basic scientific facts of taxonomy and life cycles of butterflies in general, with chapters on classification, breeding, collecting, and photography. The second section devotes a double page to each of the 60 known species in the British Isles. Each one is illustrated with colour photographs that show: the egg; the caterpillar newly hatched and after moulting; the chrysalis, and the adult butterfly. This guide should give great pleasure and satisfaction to anyone with an interest in butterflies.

Mary Parker

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Pears

Pears Cyclopedia. 93rd Edition. Edited by Dr Chris Cook. Pelham Books £9.95. 0 7207 133 7. A new section in this edition covers the increasingly complicated subject of man and his environment. As in other sections, such as music, literature, science and politics, short articles deal with special aspects and topics. Given the condensation and simplification

necessary in a work of this kind, these are efficient and instructive. There are 36 pages of maps and a world gazetteer; 130 pages of general information; and the 21 sections include medicine, politics, economics, psychology, ideas and beliefs, sport and mythology all of which supply accurate outline information. This is possibly the best one-volume compendium of general information of its kind.

Katya Watter

مكتبة الأصل

On the flip side

The Oxford Guide to Word Games. By Tony Augarde. Oxford University Press £6.95. 0 19 214144 9.

This entertaining short book will appeal to word game addicts who insist that their game fare must provide a varied diet and revel in the astonishing range of verbal puzzles devised for the delectation and torture of devotees. It is not a collection of puzzles but a survey - both light-hearted and informed - of the main types of word game and of their origins and history. Word games have existed as long as language itself. Their present popularity is attested by the shelves of any bookshop or newsagent, but as far back as written records take us we find mention of riddles, play on words, double meanings, whether in Babylonian, ancient Palestine, or in the haunting shadow of the Sphinx.

Riddles are the oldest game of all and are appropriately the subject of the opening chapter. They early feature in the written records of English and Mr Augarde might have under-

lined this by pointing out that *read* and *riddle* derive from the same Germanic root. Apparently, scratching riddling runes on bark or wood was a favourite pastime of our ancestors and solving them ("reading riddles") became the general term for interpreting the written word. (*Write* derives from a root meaning "to scratch [runes]"; a favourite medium for scratching was beech bark and the same root gives English both *beech* and *book*.) Thus basic to the development of the written language was word-play.

Subsequent chapters treat *churades*, acrostics, crosswords, anagrams, the rebus, palindromes, alphabet games, consequences, puns, and many other less well-known diversions. In each case something is said of the history and numerous examples from past and present are quoted. The result is a tasty gallimaufry that word puzzlers will savour with relish.

"What is black and white and red all over?" It is to be hoped that this one will be.

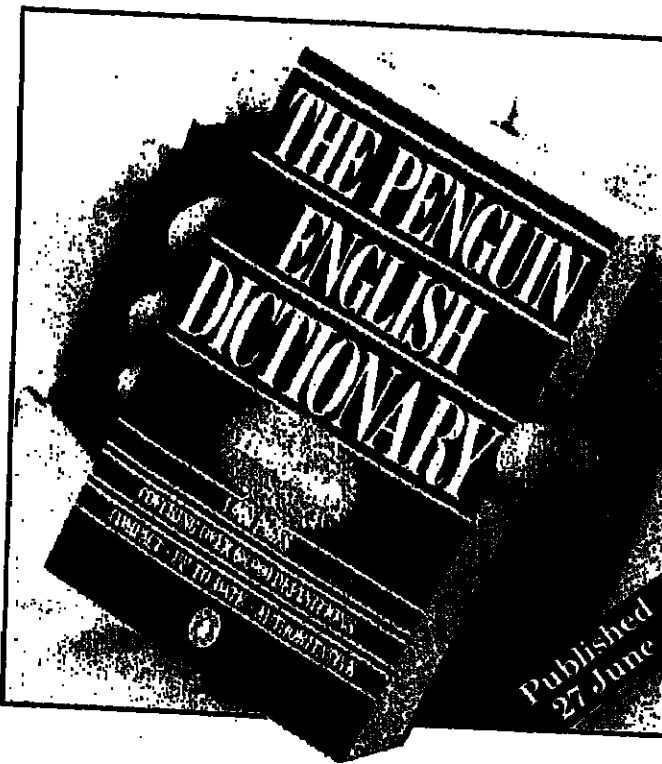
William T McLeod

Among this week's contributors:

Dr Christopher Church is consultant anaesthetist at Bradford Royal Infirmary. Michael Clarke is head of art at Kingsway-Princeton College, London. Patrick Hanks is editor of Collins English Dictionary. F W J Hemmings is professor of French at Leicester University. Paddy Kitchen's new book, *Barnwell*, is about to be published by Hamish Hamilton.

E S Loew lectures at the Polytechnic of the South Bank. Judith Mirzoeff is editor of *Offshore Research Focus*. Patrick Moore is the President of the British Astronomical Association. W T McLeod is managing editor, English dictionaries division, at Collins. John Weightman is Professor Emeritus of French, University of London.

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Pisser à l'anglaise

Dictionary of Modern Colloquial French. By René James Hérail and Edwin A Lovatt. Routledge & Kegan Paul £15. 0 7100 9704 2. The Concise Oxford French Dictionary. Edited by H Ferrar. Clarendon Press £6.50. 0 19 864157 5

"Clara is so down on me," sighs her mother, "if I am not positively reeking with the latest slang." At the time of *Pygmalion*, what Mrs Eynsford Hill thought of as "slang" and what her son Freddie calls "the new small talk", was no more than the importation into genteel speech of certain vivid expressions of working-class origins. Liza's exit-line: "Walk! not bloody likely, I'm going in a taxi", which shocked Shaw's audience in 1912, would cause no one to bat an eyelid today: the outrageous has become the commonplace.

The history of any language, French as well as English, can be seen as the continual weaving up, by a process of linguistic convection, of expressions and turns of phrase from the hot depths of the underworld to the bright surface of accepted usage. Thus, the word *testa* meant originally an earthenware pot: *testa* was "jocular colloquial" for "head" at the time of the Roman Empire, but by the Middle Ages was already the accepted term for that particular appendage. But simultaneously, literary French and the vulgarisms of the vernacular have existed for most of the time in watertight compartments. To mix the two

was felt to be dangerously subversive, and Zola provoked a major scandal when he introduced into *L'Assommoir* a multitude of colloquialisms drawn from the *langue verte* of the artisan class of his day.

L'Assommoir can still be read with surprisingly little trouble by anyone familiar with the badinage of a modern *restaurant des nautiles*, since many of the non-literary expressions occurring in the novel are still current, judging from Hérail and Lovatt's findings. *Pisser à l'anglaise*, meaning "to take French leave", *arlequins*, glossed as "warmed-up left-overs", *dégresser* in the sense "bottle of plunk", were all well known to Zola in 1877. Nevertheless, written sources alone would be inadequate to provide a truly up-to-date dictionary of colloquial usage. In compiling theirs, the authors freely admit to drawing not only on the work of previous lexicographers (it might have been courteous to list them), but also on tapes of French radio stations and on data provided by "those many students of French University French Department who kept us informed of noteworthy and stable linguistic arrivals". The area is eminently one in which the young have much to teach their elders.

There is little to criticize in the presentation of the material. The authors' usual practice has been to give the corresponding English colloquialism in inverted commas, followed by the polite or literary equivalent; so *pag* is rendered "pissed", "wizzled", drunk. They include between brackets

supplementary information, sometimes useful, always interesting, and often amusing, eg "originally, *pénaler* was the burst of farts let off by a lance springing into action, and with the misfiring of an engine as it is being revved up". For anyone at a loss to understand an injunction such as: "magne-toi, ou on va kupper le dur", this reference book is a *sine qua non*.

The *Concise Oxford French Dictionary* is described on the title-page as a "second edition", but it is best regarded as a new work, since the first edition came out in 1934 and a lot of water has flowed under Folly Bridge since then. Since the dictionary is intended for the English student trying to make sense of difficult French, the French-English section is considerably longer than the English-French - the reverse of what one finds in the standard Harrap's dictionary, which is of course as widely used in France as in this country. A helpful feature is the warning sign before *faire amiti*: *la future* is not to be taken to mean "luxury". The vocabulary includes a surprising number of words also listed in Hérail and Lovatt's dictionary: *malheur*, *manche*, *mogot* (in the sense of "savings"), etc. An extremely useful dictionary, I should say, for sixth formers and first and second-year undergraduates; very reasonably priced, and the "flexible cover" looks as though it would stand up to hard wear.

F W J Hemmings

Yuppies

Penguin Pocket Thesaurus. By Faye Carney and Maurice Wallis. Penguin Books £2.50. 0 14 051137 7

This "user-friendly" (Head 580 Convenience) pocket thesaurus is based on Roger's classification, condensed into 882 Heads. Any compact edition has to side on its priorities, and this one concentrates on modern, colloquial English. So "lookalike", "yuppies", and "chips" (but not "microchip") are in, while "ongoing" has seven references. Modern nonsexist attitudes are reflected by including (sometimes) non-male equivalents, and "human-kind" replaces "mankind" as a heading, but the "ordinary persons" listed in 777 are all male. There are some strange omissions: "homosexual" and "bent" are in, but not "heterosexual" and "straight"; "misandry" is listed, but "misogyny" is not.

But these are minor quibbles. The vocabulary included is intelligently arranged and the whole book designed to be easy to use - for instance the index appears to include every item in the text, and the layout is very clear. The book's strengths are also its weaknesses: it is intended as a practical handbook rather than a word-board for word-lovers or seekers after ideas. But as a compact and convenient vocabulary of current English this *Pocket Thesaurus* succeeds admirably.

Sue Lloyd

Which pocket?

Macmillan Student's Dictionary. Macmillan £1.95. 0 333 34362 6. The Kingfisher Pocket Dictionary. Kingfisher Books £3.95. 0 86272 103 2. The Pocket Oxford Dictionary. Oxford University Press £4.95. 0 19 861133 1. The New Collins Compact English Dictionary. Collins £3.25. 0 00 433057 9. Chambers Pocket 20th Century Dictionary. Chambers £4.95. 0 550 10550 6.

"This dictionary", the preface to the *Macmillan Student's Dictionary* announces, "gives help in three areas of language skills: how to speak English, how to write it, and how to read it." So it should, should any dictionary. It does too, covering pronunciation, spelling, and meaning at least as well and sometimes much better than comparable books.

A medium-sized dictionary (with perhaps 25,000-30,000 words and phrases) primarily intended for ESL students, it is nevertheless comprehensive enough for most classroom use. It has a restricted defining vocabulary, but not an impoverished one, appendices covering grammatical points, black-and-white illustrations where they are helpful. All this for the remarkably cheap price of £1.95 must make it a firm favourite among classroom dictionaries.

Though they are hardly comparable,

it certainly seems better value than the *Kingfisher Pocket Dictionary*. An introductory dictionary dealing with some 8,500 words, even though it has colour pictures on nearly every page and simplified definitions (which do still preserve those vital *n*, *vb*, *adj* abbreviations), this still seems expensive at £3.95.

At the other end of the market are the "compact" and "pocket" versions of major dictionaries, suitable for use in the upper forms of secondary schools. There is very little to choose between the new seventh edition of the *Pocket Oxford Dictionary* and the new *Collins Compact English Dictionary*. Each is a "real" dictionary with getting on for 50,000 words and phrases and no allowances made for students or beginners; each is equally suitable for the *New Collins* has it "for use in home, school, and office". Familiarity with the "Concise" version leads me to prefer the *Oxford*; others might find that the smaller, more compact size of the *New Collins* - and the fact that it is £1.70 cheaper - swings the balance.

Despite the reputation of its big brother, the *Chambers 20th Century Dictionary*, the brick-like *Chambers Pocket 20th Century Dictionary* pales in comparison with either. Less durably bound, its definitions are less full and its inclusion of etymological material and word derivations ("for added interest") of questionable value in a dictionary of its size.

Hugh David

Music for tomorrow

The Oxford Dictionary of Music. By Michael Kennedy. Oxford University Press £15.00. 0 19 311333 3.

The Concertgoer's Companion. Vol One: Bach to Haydn. By Antony Hopkins. Dent £10.95. 0 460 04634 9.

It's a mean fact of life that whenever a new reference book comes out (after years of thankless toil: check, double-check, update, check again) every eye is keen for the holes in the work. never the substance. "Aha!" we say, snapping the volume shut, having scoured the page for the most obscure entry and found it not there. But why so smug? Even the great Dr Johnson, when he published his famous Dictionary, was not too lofty to admit the probability of errors.

Michael Kennedy deploys a similar candour in his hefty, one-volume *Oxford Dictionary of Music*, by inviting suggestions and corrections from his readers. The work is in many ways a grown-up version of the more pocketable *Concise*, whose third edition the same Mr Kennedy virtually rewrote some five years ago. This new (and pricey) format is intended to extend but not replace his earlier work, which in paperback at £5.95 deserves to remain a favourite handy reference for young musicians and the general listener.

A new dictionary is more than just a comprehensive reference for today. It is inevitably an historical document for tomorrow, indicating the particular notions and preferences of 1985. Remarkable in the *Oxford Dictionary of Music* is the attention given to contemporary composers - which necessarily entails a value judgement as to their relative standing. (Some merit half a column, others half an inch, and some

of the young generation don't get in at all.) How might these perspectives have changed by the tenth edition?

This scholarly compilation is also very entertaining. It's delightful to learn that a Salthox was "a traditional handy instr. used when joyous mus. was to be extemporised domestically or publicly. The lid was flapped up and down and the side battered with a rolling pin". Also typical of the editor's whimsy is the substantial entry for "Railway Music" and a thorough gloss on "Heeding chunks", a giving chapter and verse on when the curious phrase was first used (in 1935) by Tovey in his essay on Bruckner's 4th. I'd never have thought to hunt for that one.

On the other hand, why include Debussy's Golliwog's Cakewalk and not define cakewalk? Why Frederick von Stade and not Julia Migenes Johnson? And why no word on "tone-deaf"? No doubt Michael Kennedy's mail is mounting daily with respectful recommendations, and judging by the integrity and scope of this first edition, he'll just as surely consider every one of them for the second.

Antony Hopkins seems less sure of his purpose in *The Concertgoer's Companion*, which is, he says, "an attempt to offer guidance to the musically uninclined by the use of descriptive analysis... free from technical jargon". Fair enough - this is exactly where Mr Hopkins has excelled for many years with his cost- and well-loved Radio 4 talks. But the novice who requires the explanation of "key" as "a family of notes" can hardly be the same novice who is later assailed by the fact that "serialism was devised as one way out of the post-Wagnerian impasse". Inconsistencies may creep into the long-running radio series, but are less glaring, not just because the talks are short and sweet, but chiefly be-

cause every point can be underlined aurally (and promptly) by an illuminating snatch of recorded music. Radio is the ideal medium for the Hopkins approach: print is not.

And how is this *Companion* to be used? Perhaps to mug up on the symphony before the concert starts - but with detail such as "by the twenty-fifth bar we find strongly accented chords... etc" this can scarcely be the intention. Or perhaps as study notes with a gramophone record? More feasible, but then why tell us what the music sounds like?

While music teachers may be wary of this book as temptation for a level student to crib their analysis, there are some very useful features: the lively biographies which herald each chapter, and the excellent section on the St Matthew Passion, combining story-line with helpful pointers for listening. Incidentally, one should mention the possibly misleading subtitle, "Bach to Haydn" is organized not chronologically but alphabetically. "Holst to Wagner" is in preparation.

Jenny Gilbert

Notebook

With Mozart getting no more than 750 words and minor figures 2 lines, Harold Dexter's *Student's Dictionary of Composers* (International Music Publications £4.95) is unlikely to be of much value to the serious listener or student, or to anyone concerned to know much more than dates. Ironically, it is modern and contemporary composers who come off best. For any subsequent edition, why not, for each biographical entry, list one outstanding recording? This is a beginner's book and it falls between the classroom and record collection stools.

B Morton

On the rocks

Popular Music Since 1955: A Critical Guide to the Literature. By Paul Taylor. Mansell Publishing £35.00. 7201 1727 5.

It may come as something of a surprise to many readers that the subject of popular music since 1955 can sustain a bibliographic work containing some 1,600 monographs and 20 periodicals, especially when the scope of the work excludes all but a smattering of entries on folk and jazz. The sheer scale of Paul Taylor's work emphasizes the quantity of writings in this field; quality is something else again. Re-

searchers may have cause to be grateful for his efforts in annotating so much of the bibliographical trivia which dominates the subject.

The book is sensibly ordered into eight different sections. It should be evident from the chapter headings, and their brief introductions, exactly where a particular area of interest can be pursued. Where a title or topic would fit more than one, a comprehensive index, with listing by author, title, and subject, should resolve any doubt. When I have had genuine need to consult the book I found the required entry with ease; more random browsing after books I knew produced accurate information and reasonable

assessments. If the back-work biography remains the most common contribution to the literature of popular music, and constitutes by far the largest section here, there are none the less a considerable number of worthwhile books on the subject. This bibliography will make the identification of them a much simpler process; unfortunately, interested readers may not find it quite so easy to lay hands on many of them. Rock books do not seem to enjoy a long shelf-life; while this is generally a mercy, Taylor's *Guide* reminds us that it can also be a real loss.

Kenny Mathieson

On the wing

The Oxford Book of British Bird Names by the philologist and ornithologist W B Lockwood (Oxford University Press £7.95) is a fascinating account of the history and origin of English bird names. The introduction considers the principles involved in the interpretation of bird names and the main part of the work is arranged as a dictionary. Over 1,500 names are included relating to 257 species.

Superb bird portraits accompany the text of *The Herons Handbook* by James Hancock and James Kushlan, illustrated by Robert Gillmor and Peter Hayman (Croom Helm £16.95). This well-structured study provides a com-

prehensive and up to date guide to the identification, behaviour, classification and distribution of herons, egrets and bitterns throughout the world. A series of colour plates showing the seasonal variations in plumage of white herons and egrets is particularly useful for field identification. The authors and artists have produced a beautiful and informative handbook, which should prove invaluable to anyone wishing to make a detailed study of herons, either in this country or abroad.

Mary Cruickshank

Margaret Drabble's Oxford Companion to English Literature

'a book one turns to with constant pleasure, and which achieves the seemingly impossible task of being both lively and judicious at once. It is a book with much style and little prejudice.' Iain McIlchrist in *The Times Literary Supplement*
"The Oxford Companion to English Literature was a great work of gratitude, inspired by and inspiring gratitude. In this skilled and loving edition by Margaret Drabble, it is even more so." Christopher Ricks in *The Sunday Times*
£15 1,188 pages 0 19 886130 4

The Oxford Dictionary of Music

Michael Kennedy

'comprehensive, thorough, up-to-date and authoritative' Piers Burton-Page, BBC External Services
£15 832 pages 0 19 311333 3

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Guides to the material world

Asimov's *New Guide to Science* by Isaac Asimov (Viking £17.95) is the latest edition of his 1960 *The Intelligent Man's Guide to Science*, now an unacceptable title. In 900 pages, it attempts a complete survey of the physical and biological sciences, covering recent developments such as intelligent machines, plate tectonics and genetic engineering, sometimes in a rather cursory way. It might seem beyond the ability of one person to maintain a readable style on such a range of material, but Asimov is as fluent as ever. Is it perhaps time to reshape the whole work to give more weight to topics of current concern? The *Cambridge Guide to the Material World*, by Rodney Cotterill (Cambridge University Press, £17.50), is a dazzling survey of the structure of matter both inorganic and organic. Beautifully illustrated with every microscopic technique known to science, it proceeds from the structure of single atoms to the complex molecules in the human body, by way of all kinds of crystals, amorphous solids and polymers. Although Professor Cotterill wears his learning lightly, his new book

can be recommended as a scholarly guide to the building blocks of physical science.

The *Cambridge Encyclopedia of Life Sciences*, edited by Adrian Friday and David S. Ingram (Cambridge University Press, £25) does not run through from aardvark to zygote. It is organized as a series of essays under three main headings: processes and organization; environments; and evolution and the fossil record. This heroic effort to summarize current biological knowledge as it extends both in space and in time has succeeded in bringing a new kind of order to the life sciences. The contributions of 30 authors are seamlessly synthesized, and the classification scheme is uncommonly readable.

A *Dictionary of Birds* edited by Bruce Campbell and Elizabeth Lack (T & A D Poyser, £35 until October 1) is truly encyclopaedic, with alphabetical ordering of entries totalling over a million words. As well as comprehensive detail on every species of bird and all their habits, it contains matter such as circuit diagrams for long-range tracking transmitters, a chart of metabolic pathways and a graph showing the variation of breeding attentiveness of the peregrine falcon with time.

Compiled for the British Ornithologists' Union, it could replace all reference books other than field guides for the bird-lover.

The *World Encyclopedia of Animals*, by Elena Marcon and Manu Mongini (Orbis, £12.95), is a lavishly illustrated guide to everything that moves, from the tiny annelids to Gorilla gorilla. Here indeed you may find the aardvark, the sole member of the order of Tubulinea. Its description is so extraordinary that the absence of a picture is regrettable, but in

total the book is lavishly illustrated. A good present for a child who likes drawing.

Whales of the World by Lyall Watson (Hutchinson, £8.95) fully characterizes the family of whales, porpoises and dolphins in a thoroughly engaging large-format paperback. As well as being entertaining, it offers a scholarly field guide with the history of our knowledge of each member and complete zoological data. Furthermore, if you find one of these sea-mammals stranded, it tells you how to help it survive, or if you are too late, how to record for posterity.

The *World Encyclopedia of Fishes* (Macdonald, £19.95) is by one of the world's foremost publicists for fish, Alwyn Wheeler. With 500 spectacular colour photographs and entries on 1800 species, it contains a surfeit of lampreys etc for piscophiles.

Monkeys and Apes (Longman, £3.95) is an addition to the pocket-sized Longman Nature Library. The order of primates is too widely distributed for a pocket guide to be a practical tool, but the book forms an attractive introduction to its study, with well laid out pages and drawings full of character.

Henderson's *Dictionary of Biological Terms* (Longman, £4.50) has been revised by Sandra Holmes to provide a useful and concise reference to the complications of biological terminology. Classification is treated in a way which entails looking up a string of terms for a complete definition, probably essential to keep the dictionary to a manageable paperback format. Although this is the ninth edition, it would be nice to find something about the original Henderson.

Judith Mirzoeff

Consumed

Prodict 1985: A Comprehensive Guide to British Agricultural and Horticultural Produce. Researched and compiled by Aphine MacCarthy, British Farm Produce Council, 417-418 Market Towers, New Covent Garden, London SW8 5NQ. £7.50 including p&p.

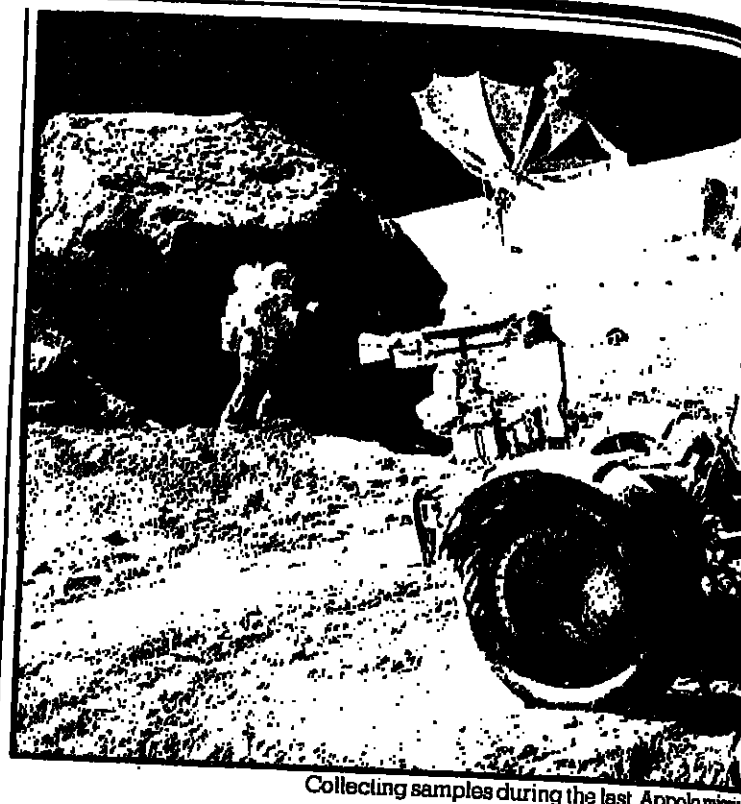
This is an A-Z guide and standard reference for food produced and eaten in Britain: apples, bacon and ham, cabbage, ducks and eggs are the first items of each alphabetical group of agricultural or horticultural products listed, ending with watercress and yogurt. Each product is given full coverage. Statistics on annual consumption and expenditure per person, where the product is grown or produced, its quantity, national value and additional sources outside the UK are complemented by general information given under headings such as history, development, cultivation, nutrition, cooking, shopping, storage and availability. These topics are readable and immediately useful, interesting and educational.

Vanessa Young

Data

Specialist translators, students and teachers will all benefit from Harrap's *French and English Science Dictionary* (£17.50, 0 245 54072 5), which covers both the pure sciences and also terms relating to scientific disciplines such as biochemistry, microbiology, genetics and radioactivity. More general subjects are included when these have scientific connotations. Harrap's *French and English Data Processing Dictionary* (£17.50, 0 245 54195 0) is now published in a new edition, taking account of the rapid changes in the industry.

Owls and Birds of Prey (Longman Nature Library £3.95) provides a concise and readable survey for young naturalists; its colour illustrations and pocket size are additional recommendations. The Macdonald *Encyclopedia of Cage and Aviary Birds* (£7.95) does a more detailed job for



Collecting samples during the last Apollo mission

Solar flare

The *Cambridge Atlas of Astronomy*, Edited by Jean Audouze and Guy Israel, Cambridge University Press and Newnes Books £40, reduced to £29.95 until December, 0 521 26369 7.

This is the latest of the seemingly inexhaustible supply of large, lavishly illustrated books dealing with all aspects of astronomy. It is a welcome addition, and is of an exceptionally high standard; great care has clearly been taken over its compilation. The original book was in French, but there is some new material and the various sections have been brought up to date where necessary. The translation reads very smoothly indeed. Altogether there are more than forty contributors.

The whole field is covered. After a brief introduction, entitled "Astronomy Today", there is a long section dealing with the Sun; this includes results from Skylab, the American space-station which proved to be so invaluable to solar physicists. Next come chapters about the Moon and planets. Here too the latest information is given, and there are excellent maps - my only criticism being that the map of the Moon is on an inconveniently small scale and looks cramped; in a future edition this could well be improved. Comets and other minor members of the Solar System are discussed and then come the sections dealing with the stars, the Galaxy, and external systems. Finally there are chapters on cosmology, the problem of extra-terrestrial life, and the history of astronomy. There is a good glossary and a fully adequate index, though the bibliography is incomplete and could well be extended.

The text is written at a popular level so that it can be followed throughout by the reader with little or no previous

knowledge of the subject. Inevitably there is some variation from one chapter to another, but mathematical formulae are excluded, and the extensive captions to the photographs and line drawings have been written with great skill.

The photographs used throughout are truly magnificent. There are the latest planetary pictures, obtained from the space probes, which make views obtained from Earth look decidedly old-fashioned; after all, an atlas of this sort could not possibly have been compiled a couple of decades ago. The stellar sections are enriched by the superb photographs taken by David Mullin with the Anglo-Australian Telescope in New South Wales, as well as pictures from the major American observatories such as Kitt Peak. The line drawings, many of which are in colour, cannot be faulted.

Though written mainly for the general reader, there is so much information here that the serious student will find the book extremely valuable as a work of reference. The text is extremely authoritative, and succeeds in presenting a balanced view of modern astronomy. Special praise is due to the designers. With a very long, in places very complicated text, it would be easy to give the impression of overcrowding, but this trap has been avoided.

All in all, this is an outstanding book, fully up to the high standards expected of its publishers. It deserves a wide circulation, and will no doubt run to many editions. After the end of this year the price will be £40, but this is very much to pay for a book of this size and excellence? If you have any doubts, then compare the price of the *Atlas* with that of a couple of British Rail tickets from London to Manchester!

Patrick Moore

Sedge, rush, fern

The *Penguin Dictionary of Botany* (Penguin £3.95) is an invaluable aid to the plant biologist reaching for information beyond that generally offered in A level textbooks. Over 3,000 entries cover the major fields of pure and applied plant science, as well as the related fields of agricultural botany, horticulture and microbiology. Laboratory equipment and techniques are also included. The book is not, despite its misleading cover design, a plant identification guide. The entries are presented in alphabetical order and helpfully cross-referenced. There are not merely dictionary definitions, but concise summaries of the available information, including clearly labelled line drawings and chemical formulae where appropriate.

Rushes and Ferns of Britain and Northern Europe by Richard and Alastair Fitter (Collins £5.95 and £8.95) is a welcome addition to the excellent Collins series, particularly as it tackles

those difficult groups of plants, the grasses and sedges. Its new approach to identification, based on a computer-like code, avoids the possible pitfalls of the traditional dichotomous key, where one error can lead down endless wrong paths. Equally important, it is not dependent on all parts of the plant's life history being present at any one time. Anne Farrer's beautiful and delicate colour illustrations are nearly all at life-size and line drawings clearly specific features. Text descriptions include basic information not apparent from the illustrations and the use of italics emphasizes important diagnostic characteristics. The close proximity of text, illustration and diagrams for any one species makes the book admirably suited to field work. Finally, a series of colour maps indicate the distribution and frequency of 500 species across Britain and Northern Europe.

Mary Cruickshank

Chosen with care

1,000 Most Important Words. By Norman S Schur. Facts on the File Publications £10.50, 0 87196 869 X.
1,000 Most Practical Words. By Norman S Schur. Facts on the File Publications £10.50, 0 87196 868 1.

These two books are not dictionaries in the normal sense. The words are selected with careful regard to their colourfulness and value as positive contributions to graphic expression; and the definitions are more in the nature of explanations and demonstrations. The aim is not to be exhaustive, but rather to show how the words selected can be used in daily speech and writing. The learner, whether a foreigner or one whose native tongue is English, who is trying to enlarge his vocabulary and to discover ways of expressing his thoughts in a more

accurate, less run-of-the-mill fashion will find these books of great practical assistance. Examples of usage are drawn from contemporary events as well as from historical or literary sources and in all cases the emphasis is on contemporary meanings and the usefulness of the chosen words. The author's purpose is to increase the variety of words at the reader's disposal and by "enriching [his] vocabulary to enrich [his] life", which is an aim all the more laudable now that the current attitude to our language tends to be one of fatalistic acceptance of slipshod vagueness and diminishing accuracy. As the title implies, the 1,000 Most Practical Words is possibly more generally useful than the other volume, where the literary flavour is stronger; but both will help the general reader as well as the teacher and the taught.

Katya Watter

Picking bones

A *Colour Atlas of Human Anatomy*, By RMH McMinn and R T Hutchings (Wolfe Medical Publications Ltd £14.95). The re-issue of what has become a standard text in a soft cover edition will be warmly welcomed by all concerned with the study of human anatomy. The original life-size edition is justly renowned for the excellence of the preparations and dissections, and for the quite remarkable quality of the photography, but its price and size have precluded wider use. This new edition has resulted in a 31 per cent reduction in page size, but new print technology has allowed the clarity of the original to be preserved to a high degree. Its very competitive price will ensure that it will be extensively used at undergraduate and post-graduate levels both as an aid to dissection and revision for examinations, and also as an easy and rapid source of reference for established practitioners.

Medicine - a Guide for Everybody. By

Peter Parish (Penguin £4.95). Whether or not one agrees with the author's philosophy in writing this book, the fact that it has run to five editions in nine years is evidence of a continuing demand. It is intended primarily as a consumer's guide to drug therapy and as such has a lot of useful information. But, perhaps inevitably with a subject as complex as this, a layman's guide may do no more than scratch the surface, and oversimplification may give the wrong impression or even be frankly hazardous - particularly since few patients are able to view their illnesses in a dispassionate and objective way. However, in the hands of those in professions supplementary to medicine, the book provides a useful and easily understood introduction to pharmacology and can be thoroughly commended.

Christopher Church

Frye on the Bible

The *Harper Handbook to Literature*, By Northrop Frye, Sheridan Baker and George Perkins. Harper & Row Ltd £7.95, 0 06 042217 3.

While most literary handbooks have an antiquarian, magpie feel to them, Harper's is consciously of and for the times. As well as the familiar run through an expanding and shifting terminology, the book features perfectly weighted essays on literary and intellectual movements, genres and periods: Frye on the Bible, comedy, satire, symbol, myth; Baker on American language, Old English, an excellent street-map of post-structuralism; Perkins on American literature, Middle English, poetry and Realism. Even this excellent guide, with its heavyweight team, does seem to fall

into the familiar traps and redundancies. Is there really any value, except for the utterly uninitiated, in defining political novel as "A novel directly and fundamentally concerned with politics" and then listing *Coningsby*, *The Pallisers*, *The Possessed*, *Plum Tree*, *Man's Fate*, *Darkness at Noon*, *Nineteen Eighty Four*, *Corridors of Power*, and *Our Gang*. Or "novel", of "politics"? In the end, this is like defining a dog as a canine mammal and then trotting out Lassie, Rags, Muttley, Scooble Doo and Rin Tin Tin.

Inclusiveness becomes an end in itself. A short essay on the political novel would have been useful; a non-entry merely takes space from something else. The *Harper Handbook* is an overloaded basket; the fresh eggs, though, are worth the search.

Brian Morton

Just having fun

The *Traditional Games of England, Scotland and Ireland*. By Alice B Gamme. Thames and Hudson £9.50, 0 500 27316 2.

This is the classic dictionary of children's games, compiled at the turn of the century, from Acrochay (a sort of leap-frog) to Would You Know How Doth the Peasant? (a singing game imitative of sowing and reaping).

Dr Damian Webb provides a sketchy introduction noting the attenuation of many-versed singing games and hlamming it on coeducation. But if today's children's games are ruder and faster than those recorded by Lady Gamme, they are just as vital. The *Opies* have made us all aware of the living, growing culture of the playground, and the tension between the persistence of tradition and the irreverence and in-

ventiveness of the tradition-bearers. Lady Gamme's collection should not be used as a pattern for children's games today, but explored and cherished as a unique insight into the social history of childhood at a particular time. Damian Webb's regret that we have so little information about precisely where, when and by whom the games were played points to the book's most serious defect. We know the tentative supply - with a proper tentativeness - the context for these extraordinary and often beautiful texts, ignoring, on the way, all Lady Gamme's attempts to extrapolate from them distant pagan rituals of war and marriage. This is not a book about the tattered survival of antique custom, but about Victorian children having fun.

Neil Philip

EXTRA Synonyms

The *Kingfisher Pocket Thesaurus*. Kingfisher Books £3.95, 0 86272 120 2.

A thesaurus is a useful book at any stage of life: writing a composition or completing a crossword puzzle it can be invaluable. The *Kingfisher Pocket Thesaurus* is a notable attempt to produce one primarily intended for children engaged in the former. Alphabetically arranged, it artfully manages to give not just synonyms for 6,500 common words, but also grammatical information, cross-references to antonyms and, by way of a bonus, homonyms, whenever they exist. Thankfully, there is an introduction which explains the different type-faces used to cram all this (plus many illustrations) into less than 200 pages, but deciphering it all is one of the delights of the book, and a positive incentive to browse.

Hugh David

Nukespeak

The *Nuclear Dictionary*. By Michael Stephenson and John West. Longman £2.95, 0 582 89212 0.

The appearance of this paperback will be deplored by politicians, nuclear power and defence officials, and all who depend on public ignorance. For it sets out objectively and in jargon-free English the basic facts about nuclear power and nuclear weapons. Besides individual entries for particular missiles, strategies, organizations, treaties, and so on, there are general headings such as "Britain as a nuclear power" and "the effects of a nuclear explosion". Both jargon ("collateral damage", "counterforce") and colloquialisms ("doomsday clock", "China syndrome") are explained, and those baffling initials (MIRV, PAL) spelt out. Cross-references link items, tables set out eg half-lives, and there is a bibliography. The dictionary format makes for ease of use, and the entries are comprehensive and up-to-date ("Star Wars", "nuclear winter", though more "nukespeak" ("peacekeeper" for "missile", say) would have been nice.

The facts, chilling as they are, are allowed to speak for themselves. Whatever your views, this book will supply the information you need. It will be a boon, too, to those who have neither time nor inclination to read a more discursive book, yet wish to be well-informed on the major issue of our time.

Sue Lloyd

Professors

The *Pocket Professor: Over 1000 Physics Formulae; Computer Dictionary; 2500 Maths Formulae; 2000 Chemistry Terms and Concepts*. Hamlyn 99p each.

Teachers, and reviewers, confronted with a seemingly never-ending stream of books with much the same coverage and presentation may plead for something fresh and different. Here, in a "pocket professor" series, is one sort of answer.

The books contain the formulae likely to be needed in school or college examination courses. Each comprises around 300 to 400 pages, but the dimensions of these pages are (to use the publisher's figures) 60 millimetres by 55 millimetres. The various tables, definitions and the like are well-selected and unexceptionable in their accuracy. But the format is not the easiest to handle, and the typeface is on the small side.

It appears that the books have been issued in half-a-dozen languages, and that some two million copies have been sold. One must wonder what would have been the result of using a page area perhaps 8 or 9 times as great, with the number of pages commensurately reduced to about 40.

F W Kellaway

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Bare bones

One thing leads to another when dipping into the Junior Pears Encyclopedia (Pelham Books £6.95) and the reader is soon absorbed in its wealth of facts, figures, dates and definitions. It is written with intelligent and inquiring school children in mind and focuses on subjects arising from school work. It is easy to use: sections on the world, its history, geography and famous people, for example, are interspersed with chronologies, tables and dictionaries of terms. All the illustrations, including, unfortunately, those in the history of art section, are line drawings. In the words of its editor, Edward Blighen, the book offers "the gleaming bare bones of information". It has a pleasingly avuncular style and offers plenty of suggestions for further reading.

Hatchinson's 20th Century Encyclopedia (Hutchinson £15.95) is an altogether weightier volume with a wider readership in view. It comes as near a true encyclopaedia of human knowledge as a single-volume reference book might hope to do. The entries, concise and factual in style, are arranged conventionally in alphabetical order, clearly printed and with guidance on pronunciation. The excellent layout and presentation lend themselves to quick and handy reference. Black and white photographs, maps, diagrams and tables enhance the text and a particular asset is the 32-page world atlas in colour in the centre of the book. No encyclopaedia can keep fully abreast of world events; this seventh edition has been revised and updated to take account of developments up to 1984.

Mary Cruickshank

Tools

The Woodworker's Bible by Alf Martenson (A & C Black £9.95) is a comprehensive guide to setting up a workshop and to mastering the basic and advanced techniques of furniture production. It was first published in 1980 and is now available in paperback. It progresses logically from the acquisition and planning of a workshop to choosing and using portable power tools and other more specialized woodworking machines. This is followed by sections on the construction of furniture, the structure and growth of wood, the practical effects of moisture in wood and are explained and the book concludes with a discussion of techniques for finishing wood.

The book has been written for the professional and would-be professional woodworker, rather than the do-it-yourself householder. It takes a practical approach to the financial restraints on anyone setting up shop and offers helpful advice on making basic tools more versatile and on ways of achieving professional results without using expensive equipment. It also gives hints on drumming up business, estimating prices and selling.

The layout and presentation are attractively clear with a generous use of diagrams and illustrations. There are photographs of some beautiful pieces by master-craftsmen and designers, including the author, whose enthusiasm for wood and woodworking pervades the text.

MC

Write hand

The Students Guide to Western Calligraphy, by Joyce Irene Whalley (Koultage & Kegan Paul £12.95, 0 8773 236 6). Ample illustrated with approximately 175 halftones (each with its own detailed caption), this calligraphic guide covers the historical development of Western scripts from the Roman period onwards by tracing all the major causes: medieval hand copying of religious texts, the invention of printing, and the revived interest in fine writing which flowered in the 19th century.

R. Tadman

The Thames and Hudson Dictionary of Art and Artists, Consultant editor Herbert Read. Revised edition Nikos Stangos. Thames and Hudson £10.50, 0 500 23402 7.

The Thames and Hudson Dictionary of Art Terms, by Edward Lucie-Smith. Thames and Hudson £9.50, 0 500 2389 6.

The Oxford Companion to the Decorative Arts, Edited by Harold Osborne. Oxford Paperbacks £12.50, 0 19 281863 5.

If the length of the entries in Nikos Stangos's updated revision of Herbert Read's 1966 *Encyclopaedia of the Arts*, now retitled, is a measure of importance, then Henry Moore is twice as important as Rodin or Brancusi and Picasso is greater than either Michelangelo or Leonardo da Vinci. The

omissions can only speak for themselves. The contemporary bright boys, Basquiat, Chia, Clemente and Hoyland are mentioned, as are Caro, Woodrow or John Walker. A similar arbitrary choice characterizes the graphic artists; Kate Greenaway and Cassandre are mentioned, William Bradley and McKnight Kauffer are not.

Both the *Dictionary of Art* and *slim volumes*, useful as far they go but of Edward Lucie-Smith's book lists 13 categories and these do not exhaust the demand explanation. While the Wiener Werkstätte, Deutsche Werkbund and Bauhaus are described, the Russian OBOMOKU, INKHUK and Vkhutemas are ignored completely. These, then, are not the comprehensive

dictionaries they claim to be. The *Oxford Companion to the Decorative Arts* is a much bigger work and you might expect it to contain more information, but only the Deutsche Werkbund and Bauhaus from the above list are included. The *Dictionary of Art* defines croquis as a sketch, omitting its use as a repeat design term in textiles, and the *Dictionary of Art and Artists* has an entry on the 6th century BC Greek vase painter, Kleitias, admittedly near-useless. ("Only 5 works signed by him have survived but these are in a lively style showing marked originality"). Neither appear in Osborne's book, which might not be so bad until you discover that neither do Christoffel Dresser nor Richard Riemschmidt. Quite clearly, one should choose a companion as carefully as a dictionary.

Michael Clarke

Magical mystery tour

Paddy Kitchen on the importance of naive art

World Encyclopedia of Naive Art. Edited by Otto Bihlji-Merlin and Nebojsa-Bata Tomasevic. Frederick Muller £47.50, 0 584 95062 4.

The editors of this handsome book are Yugoslavians, and have strong personal reasons for celebrating free expression of memory and imagination. Bihlji-Merlin was forced to leave Berlin in 1933 and helped to found the Institute to Fight Fascism in Paris, while Tomasevic joined the forces of national insurrection in occupied Yugoslavia when he was 13. Naive art, as Bihlji-Merlin says, "flourishes in a psychic landscape of simplicity and ingenuousness", and under fascism such landscapes are endangered.

Their encyclopaedia is a cornucopia of bright pictures and clear texts. Over 800 artists are represented by at least one colour illustration, and the Belgrade printers have done a mouth-watering job. As a magical mystery tour picture-book for someone born with a silver spoon, it would last a complete childhood. It could also be used by adults as a kind of alternative meditation book, one entry to be read daily. These would direct awareness outwards into the world rather than inwards to the self, with the biographical texts and accompanying pictures combining to provide a vivid fleeting impression of each idiosyncratic artist.

Take Gustav Klumpner, for example, a German who emigrated to the United States and started to paint nudes after he retired, "as an inspiration to other senior citizens at the

Golden Age club". Or T D Yelenok, the telephone-operator daughter of a Russian farmer, whose "favourite subject, often repeated, is related in one fiction theme". Or Art P Moke, who became fascinated as a boy by "rounding picture trade with his by in a Kinsasha market, and went back to his village with some discarded paint tins containing just enough pigment for him to start making pictures on old bits of cardboard.

Since, however, the whole point of naive art is that its creators are untrammelled by critics and intellectualism, does not the very publication of this volume, which has national historical surveys and a long introductory essay in addition to the biographical entries, threaten to corrupt the artlessness it prides?

Bihlji-Merlin implies the opposite. There has been such an upsurge of interest in naive art, with more and more people either looking at it because they feel alienated from the experiments of professional artists, or creating it because they need a refuge from the hectic and denatured world in which they live, "that it has become necessary to feel, 'to identify its lasting values and to distinguish them from artistic products of a mercenary kind'. Of course the borderlines are debatable, and so are those between naive and professional art. Quite a number of the artists included here received some kind of visual training, and many of their works appear, in reproduction at least, to be just as sophisticated technically as those of fine art graduates. But if I were to choose one word that seems to apply to

naively all their images, it would be "spontaneity". The pictures don't lie back, coolly taunting the spectator to prise out their secrets, but are completely upfront, announcing: This is my farmyard; here's my vision of Paradise; when I'm in prison, this is what I think; those are my fears, after nightfall; look - our autumn forest; this is how I remember my Polish home, many years ago, before the holocaust.

The entries on British naive art are contributed by Sheldon Williams, who comments that in this country the real breakthrough in popular interest did not occur until 1977, when an exhibition of London's naive painters was organized by Stanley Harries as part of the Jubilee celebrations. This led to the formation of RONA (an international register of naive artists) and now the work of painters such as Joe Searbourn, John Allin, Beryl Cook and Cleveland Brown is exhibited around the world.

Bihlji-Merlin wonders whether naive art will continue to survive "in a world of mass media and rapid, radical change". To judge from the range of people who have produced it in the past and continue to do so now - tax officials, peasants, sailors, housewives, mental patients, ministers - and the fact that so many of them suddenly started to paint or sculpt when no longer young, it seems likely that naive art will go on providing an outlet for private visions and memories. What better, after years of exposure to computer graphics, satellite pictures and polaroid photographs, than to take a box of colours and a brush in order to paint an image of my world?

Artistic omissions

Physics

Cambridge Illustrated Thesaurus of Physics. By T. Rickards. Cambridge University Press £4.95, 0 521 26363 8.

A nine-page index is a vital element in this novel collection of definitions and explanations of terms and concepts covering all branches of physics. The unfamiliarity of the array of terms in the arrangement of the items in groups of topics rather than in any alphabetical pattern.

The result should be useful as a source of reference or as an encouragement to recall some half-forgotten information. It may not be so successful as a learning source, in that generally a fuller text with more detailed interpretations would be needed by readers.

What must, however, be admitted is the fashion in which the material has been selected and presented. At the top of each page there are two headings, one denoting a major sub-area and the other a more specialized sub-section. Typically, properties of matter might come first, followed by elasticity or viscosity, or surface tension. Later in the book, electromagnetism is accompanied in series by forces, measuring instruments, fields, motors, induction and alternating current.

Any particular phrase is thus carried on a page in a sequence which also contains a number of related phrases, together with a thorough arrangement of cross-references. The connections between various topics are achieved both by juxtapositions and these references. Clear illustrations and diagrams add to the effectiveness of the exposition.

F W Kellaway

Bricks

The Penguin Dictionary of Building. By John Scott. Penguin £3.95, 0 14 051115 6.

The cover of this third edition of the *Penguin Dictionary of Building*, first published 20 years ago, claims it includes "invaluable new information for DIY house-owners". Certainly, if the right kind and the right amount of information is made available, such a reference book can be invaluable. Illustrations are essential for the DIY person, and their number has been substantially increased since the previous editions.

The combination of American and British expressions in the same volume probably makes sense commercially but it does seem unnecessary for the user on either side of the Atlantic to use the same word for the same thing. As a result, items which would be of greater interest only in one country - eg Building Regulations - are given an unsatisfactorily short entry. Equally, space taken to illustrate a "force cup" or an "escutcheon" seems wasted while examples of "bonds" (Flemish, English), or sections of windows (casement, sash) are not illustrated. Overall, clearer descriptions of construction details and more working drawings would be welcome.

Nevertheless, accepting that few dictionaries can be entirely comprehensive and that the subject is vast and complex, and taking into account the reasonable price of this volume, it can be recommended as a useful reference.

E S Loew

The International Guide to Qualifications in Education (Mansell Publishing in association with the British Council £50.00, 0 7201 1716 X) is a comprehensive survey of systems in 141 countries. Each chapter covers general aspects of the system; the UK recognition of the value of each qualification; marking systems; and surveys of the relevant country's provision by sector. A Dictionary of British Qualifications (Kogan Page £12.50) provides alphabetical listing of academic, educational and technical qualifications available today. Abbreviations are given, and separate entries and qualifications are given with addresses.

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Chenyon Street, Eastwood, Notts. NG18 3HB
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Scale 1 (+ Special Schools Allowance) - Class Teacher

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SCHOOL
Adwick Lane, Doncaster
No. on Roll: 630
Principal: R. J. Constable
No. on Roll: 630
A well qualified, experienced
teacher of History, Science,
Mathematics and English is
required for September 1985.
The successful candidate will
be responsible for the day to day
management of the Centre and
will have a major role in the
development of the Centre's
curriculum. The successful
candidate will be expected to
have a minimum of 5 years
experience in a similar post.
Salary: £11,000 p.a. (plus
allowance). Full details and
application form available on
request. Closing date: 28th
August 1985. (12728)

BERKSHIRE
ST. MICHAEL'S COUNTY
SCHOOL
Adwick Lane, Doncaster
No. on Roll: 630
Principal: R. J. Constable
No. on Roll: 630
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August 1985. (12728)

HARROW
EDUCATION COMMITTEE
SPECIAL EDUCATION DIVISION
JOHN LEGGOTT SIXTH FORM
COLLEGE
West Common Lane,
Scunthorpe
No. on Roll: 926
Principal: R. J. Constable
No. on Roll: 926
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SPECIAL EDUCATION
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August 1985. (12728)

CAMBRIDGESHIRE
EDUCATION COMMITTEE
SPECIAL EDUCATION DIVISION
JOHN LEGGOTT SIXTH FORM
COLLEGE
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Principal: R. J. Constable
No. on Roll: 926
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CAMBRIDGESHIRE
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HERTFORDSHIRE
EDUCATION COMMITTEE
SPECIAL EDUCATION DIVISION
JOHN LEGGOTT SIXTH FORM
COLLEGE
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No. on Roll: 926
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HERTFORDSHIRE
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No. on Roll: 926
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request. Closing date: 28th
August 1985. (12728)

NEWHAM
EDUCATION COMMITTEE
SPECIAL EDUCATION DIVISION
JOHN LEGGOTT SIXTH FORM
COLLEGE
West Common Lane,
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No. on Roll: 926
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No. on Roll: 926
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NEWHAM
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August 1985. (12728)

City of Birmingham
Education Department

Wilson Stuart School, Perry Common Road, Edlington, Birmingham, B23 7AT
Tel 021 373 4475

Second Master/Mistress
(Group 7a) - Secondary Curriculum

Required for September 1985. The successful applicant will be responsible for co-ordinating the curriculum for secondary aged children at this all age school for pupils where physical disabilities contribute towards their special educational needs. Teachers with suitable experience in mainstream or special schools and who have firm knowledge of curriculum requirements are invited to apply.

A purpose-designed Secondary Curriculum Resource Unit, operational from September 1985, will be available for all of the secondary aged pupils on the campus of three special schools. Application forms and further particulars available from the Headteacher (to whom completed applications should be returned, enclosing folio).
An Equal Opportunities Employer.

BIRMINGHAM CITY COUNCIL

The Grange Centre for the Handicapped

PRINCIPAL
required for September 1985

The Grange Centre at Bookham, Surrey provides needwork training, sheltered employment and residential care for 45 physically handicapped girls aged 16 and over.

The Principal is responsible to the Council of Management for the day to day management of the Centre in all its aspects. Particular importance is attached to maintaining the centres reputation for care and for high quality work.

The post is necessarily residential and self contained accommodation is provided. Salary from £12,000 or Burnham Scale as appropriate.

Please send personal details in confidence to:
T O'G Cochrane, Charity Appointments,
148 Queen Victoria Street, London EC4V 4HN.

Cambridgeshire
EDUCATION COMMITTEE
SPECIAL EDUCATION DIVISION
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COLLEGE
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application form available on
request. Closing date: 28th
August 1985. (12728)

Deputy Headships
Second Masters/Mistresses

BRADFORD
CITY OF BRADFORD
METROPOLITAN COUNCIL
WILSON STUART SCHOOL
Perry Common Road,
Edlington, Birmingham, B23 7AT
No. on Roll: 926
Principal: R. J. Constable
No. on Roll: 926
A well qualified, experienced
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August 1985. (12728)

Stockport
EDUCATION COMMITTEE
SPECIAL EDUCATION DIVISION
JOHN LEGGOTT SIXTH FORM
COLLEGE
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No. on Roll: 926
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request. Closing date: 28th
August 1985. (12728)

East Sussex
EDUCATION COMMITTEE
SPECIAL EDUCATION DIVISION
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August 1985. (12728)

Cheshire
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SPECIAL EDUCATION DIVISION
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request. Closing date: 28th
August 1985. (12728)

London Borough of Bromley
EDUCATION COMMITTEE
SPECIAL EDUCATION DIVISION
JOHN LEGGOTT SIXTH FORM
COLLEGE
West Common Lane,
Scunthorpe
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No. on Roll: 926
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Gloucestershire
EDUCATION COMMITTEE
SPECIAL EDUCATION DIVISION
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August 1985. (12728)

Hesley Group of Schools
Wilsic Hall School
Teacher Scale 1 + S.S.A. + E.D.A.

Required for September 1985 an enthusiastic and experienced teacher of General Subjects.

Wilsic Hall is a D.E.S. approved residential school for 66 Senior boys (age 13-18+) who have behavioural, social or emotional problems.

The post is non-residential. Burnham Scale 1 and Special Schools Allowance (currently £2740.00 pa) are payable.

There is a requirement for Extraneous Duties of not more than 15 hours per week for which remuneration is paid at national rates (currently £2577 pa).

For application forms apply (S.A.E.) to The Secretary, Wilsic Hall School, Wadworth, Doncaster DN11 9AG.

New Mossford, Barking, Essex
Assistant Teacher
Burnham Scale 1 + S.S.A.

Required for September 1985 an Assistant Teacher for this 4.9 residential school for physically and mentally handicapped children.

Training and/or experience in teaching those with severe learning difficulties and an ability to offer skills in music would be an advantage.

Barnardo's is a Christian child care organisation and offers conditions of service broadly in line with local authorities. Applications for posts are welcomed from persons irrespective of disability, marital status or race. Transferable pension.

Applications to: Elwyn Owens, Divisional Director, London Division, Tanners Lane, Barking, Essex. Tel: 01 551 0011.

Enquiries to: Roy Dorey, Principal, Tel: 01 551 4458.

Barnardo's

Teachers for Group Tuition

(Suspended Pupils)

Scale 2 (S) + Scale 1 (+ Special Schools Allowance)

The Authority has a scheme of Group Tuition for suspended pupils whereby immediate education and assessment (leading to a decision on future placement, whether in mainstream schools or special education) is provided.

Suitably qualified teachers with experience of teaching such pupils, perhaps with varying degrees of behavioural and emotional difficulties are invited to apply for a range of posts at Scale 2 (S) Scale 1 plus Special Schools Allowance level. Such teachers would work to a senior post holder within the Authority's Specialist Tuition Service and would be expected to liaise closely with the School Psychological Service.

The teachers appointed would work at one of a number of bases within the various geographical areas of the Authority.

Ability to offer English and Humanities subjects or Mathematics and Science would be helpful.

Application forms available from the Director of Education, The Town Hall, Widmore Road, Bromley, Kent BR1 1BB, (Folio) or S.A.E. to whom completed forms should be returned by 28th May 1985.

Bromley

CYNGOR SIR GWYNEDD COUNTY COUNCIL

COLEG MEIRIONNYDD DOLGELLAU

Yn eiddo eiddo mae Medi, 1985 -
DAU DDARLITHYDD GRADDDFA I ddysgu Tria Gwyl a phlydau perthynol.
Dylai'r ymgyddwyr fedu dysgu rhyngddy y tîm fwyaf o'i Can Tria Gwyl gan
gynnw Colog Cymdeith a Thria Gwyl.
Mae cynnyddu 'City and Guilds' ynghyd â phroffad ymarferol a weithio yn a
mae ym hynodol a chyswysu Adoff Technegol yn dymuniad.
Rhod medu ar y gylfa i ddysgu my gffwys a Gymnag.
Cyflog yn unol â Graddfa Adoff Bellu Burnham i Ddarlithydd i - £3,910-
£10,512 (yn eiddo ei addysg).
Ffurflen cau a mynyddu pelluoddi i ymgyddwyr i Ddarlithydd i - £3,910-
£10,512 (yn eiddo ei addysg).
Dolgelau. (Tel: Dolgelau 423027). Dyddiad cau - 3 Medi, 1985.
(The above is an advertisement for the posts of two Lecturers Grade I to teach
(teaching an allied subject).

COLEG TECHNOL GWYNEDD BANGOR

- Yn eiddo eiddo mae Medi, 1985 -
1. PRIF DDARLITHYDD yn yr Adoff Ffawch ac Astudieddu Cyffwrddol ac i weithio fel Ddwy Benarth Adoff.
 2. DDARLITHYDD GRADDDFA II mewn ADYSGOLTECHYD i weithio fel Tîmwr Cws i Gws a Bwdd Adoff Meithrin Cenedlaethol.
 3. DDARLITHYDD GRADDDFA II DROS-DRO mewn pynciau ARLWYAETH.
 4. DDARLITHYDD GRADDDFA II DROS-DRO mewn CREFFTAU TRIWAL i ddysgu ym bennaf ar graidd a drwyddu ym Cylau Hydorffodil i ffrâm y Cymdeith Gwasanaethu Gwilyddwyr. Dylai'r ymgyddwyr fedu weithio ymgyddwyr fel Bwddwyr neu Bwddwyr neu a chyswysu Adoff Technegol.
 5. DDARLITHYDD GRADDDFA II DROS-DRO mewn QWETHGAREDDU ADOLLIANT (Am y cyflog i Medi, 1985 - 31 Awg, 1986).
 6. DDARLITHYDD GRADDDFA II mewn CEMEG.
 7. DDARLITHYDD GRADDDFA II mewn GWYDDOG GYFRIFADUR.
- Byddi'r gallu addysgu Cymry yn ffrâmol am y ddwy ymgyddwch (swydd 6 & 7).
Cyflog yn unol â Graddfa Adoff Bellu Burnham.
Prif Ddarlithydd - £13,095-£14,580 (yn eiddo ei addysg).
Ddarlithydd Graddfa II - £7,348-£12,099 (yn eiddo ei addysg).
Ddarlithydd Graddfa I - £5,910-£10,512 (yn eiddo ei addysg).
Ffurflen cau a mynyddu pelluoddi i ymgyddwyr i Coleg Technol Gwynedd, Ffordd Ffriddod, Bangor (Tel: Bangor 364186).
Dyddiad cau - 3 Medi, 1985.

- Required for September, 1985 -
1. PRINCIPAL LECTURER in the Department of Commerce and General Studies and to act as Deputy Head of Department.
 2. LECTURER GRADE I IN EDUCATION/HEALTH to act as Course Tutor to the National Nursery Examination Board course.
 3. TEMPORARY LECTURER GRADE I IN CATERING to teach principally on courses organized for the Young Training Scheme of the Manpower Services Commission. Applicants should be qualified as Citydwyers or Pleasers or in an allied specialist trade.
 5. TEMPORARY LECTURER GRADE I IN RECREATIONAL ACTIVITIES (For the period 1st September, 1985 - 31st August, 1986).
 6. TEMPORARY LECTURER GRADE I IN CHEMISTRY.
 7. LECTURER GRADE II IN COMPUTER STUDIES.
- These posts will be advertised in the above two posts (posts 6 and 7).
Salary in accordance with Burnham II Scale.
Principal Lecturer - £13,095-£14,580 (under review).
Lecturer Grade II - £7,348-£12,099 (under review).
Lecturer Grade I - £5,910-£10,512 (under review).
Applications forms and further particulars from the Principal, Gwynedd Technical College, Ffriddod Road, Bangor. (Tel: Bangor 364186).
Closing date - 31st June, 1985. (17860)

ilea colleges

INNER LONDON EDUCATION AUTHORITY

Applications are invited for the following posts. Salary scales in accordance with the Burnham (FE) award: LECTURER GRADE I (lead part-time post) on an incremental scale within the range of £5,910-£10,512 sterling plus depending on qualifications, training and experience. LECTURER GRADE II £11,175-£12,128. Subject to the usual conditions of employment, otherwise stated, there is an Inner London Allowance of £1,038. All posts which are graded Lecturer I to Principal Lecturer are considered suitable for job share. Applicants should hold a relevant degree. Possession of a teaching qualification and/or teaching experience would be an advantage. Assistance may be given towards the cost of removal expenses. Further information and application forms may be obtained from the College at the above address Tel: 01-891 0088 (24 hour Answering Service). Application forms to be returned by 31st May 1985. It is essential to quote the correct reference number.

CITY & EAST LONDON COLLEGE

Bunhill Row, EC1V 8LG.
LECTURER I and STUDENT COUNSELLOR (Post No. 5414)
Required for September 1985, to be a member of a student services team (including two other student counsellors and two student services officers) and to undertake some teaching in any subject areas appropriate to general education courses. Applicants are preferred who have been trained as psychotherapists and have experience in the work of student counselling as well as being qualified teachers. Further details may be obtained from the Secretary to the Vice Principal (Staffing) telephone 01-828 0884 to whom completed application forms should be returned by 31st May 1985.

LONDON COLLEGE OF PRINTING

Department of Pre-Press Processes
Applications are invited for the post of LECTURER in COMPOSING (Printing) to teach Composing subjects across a wide range of courses, with responsibility to curriculum development in the field.
Application forms to be returned within 14 days from the date of advertisement, may be obtained from the Senior Administrative Officer, London College of Printing, Elephant & Castle, SE1 6SB. Tel: 01-735 8484.

SOUTH LONDON COLLEGE

Main Building: Knights Hill, SE27 0TX
Tel: 01-891 0088
24 hour Answering Service (Post No. 5414)
Required for September 1985, to be a member of a student services team (including two other student counsellors and two student services officers) and to undertake some teaching in any subject areas appropriate to general education courses. Applicants are preferred who have been trained as psychotherapists and have experience in the work of student counselling as well as being qualified teachers. Further details may be obtained from the Secretary to the Vice Principal (Staffing) telephone 01-828 0884 to whom completed application forms should be returned by 31st May 1985.

SOUTH WEST LONDON COLLEGE

Business Education Department
LECTURER I
Required, as soon as possible, to teach Book-Keeping, Numeracy, Accounts and other subjects, primarily at BTEC General and National Level. Candidates must be appropriately qualified, with relevant commercial and/or industrial experience. Teaching experience in Further Education would be an advantage. Further details, returnable within 14 days, from the Deputy Administrative Officer, South West London College, Tooting Broadway, SW17 0TD. (T.316).

EDUCATION continued

CUMBRIA COUNTY COUNCIL CARLISLE TECHNICAL COLLEGE

Applications are invited for the following posts:

LECTURER IN ELECTRICAL ENGINEERING

Applicants should possess an HNC or equivalent qualification in Electrical Engineering, with sound practical ability and industrial experience. The post involves teaching electrical theory and practice to students on craft and technical courses. An ability to assist in the running of electronic theory and practice to craft classes would be an advantage.

LECTURER IN MECHANICAL ENGINEERING

Applicants should possess a relevant university degree (or hold Chartered Engineer status) and have a good knowledge of mechanical engineering. The post involves teaching mechanical theory and practice to students on craft and technical courses. An ability to assist in the running of mechanical theory and practice to craft classes would be an advantage.

LECTURER IN TROWEL TRADES AND BRICKWORK

Applicants should possess a relevant university degree (or hold Chartered Engineer status) and have a good knowledge of mechanical engineering. The post involves teaching mechanical theory and practice to students on craft and technical courses. An ability to assist in the running of mechanical theory and practice to craft classes would be an advantage.

LECTURER IN PROFESSIONAL COOKERY

Applicants should have good industrial experience and be qualified to at least City Level 1. One aspect of the post is to teach the practical and theoretical aspects of food preparation to Catering students. Further details, returnable within 14 days, from the Deputy Administrative Officer, Carlisle Technical College, CA1 1HS. (a.e.n.)

LECTURER IN CHEMISTRY

Applicants should possess a relevant university degree (or hold Chartered Engineer status) and have a good knowledge of chemical engineering. The post involves teaching chemical theory and practice to students on craft and technical courses. An ability to assist in the running of chemical theory and practice to craft classes would be an advantage.

LECTURER IN COMPUTER STUDIES

Applicants should possess a relevant university degree (or hold Chartered Engineer status) and have a good knowledge of computer science. The post involves teaching computer theory and practice to students on craft and technical courses. An ability to assist in the running of computer theory and practice to craft classes would be an advantage.

LECTURER IN BIOLOGY

Applicants should possess a relevant university degree (or hold Chartered Engineer status) and have a good knowledge of biological science. The post involves teaching biological theory and practice to students on craft and technical courses. An ability to assist in the running of biological theory and practice to craft classes would be an advantage.

LECTURER IN PHYSICS

Applicants should possess a relevant university degree (or hold Chartered Engineer status) and have a good knowledge of physical science. The post involves teaching physical theory and practice to students on craft and technical courses. An ability to assist in the running of physical theory and practice to craft classes would be an advantage.

LECTURER IN MATHEMATICS

Applicants should possess a relevant university degree (or hold Chartered Engineer status) and have a good knowledge of mathematical science. The post involves teaching mathematical theory and practice to students on craft and technical courses. An ability to assist in the running of mathematical theory and practice to craft classes would be an advantage.

LECTURER IN HISTORY

Applicants should possess a relevant university degree (or hold Chartered Engineer status) and have a good knowledge of historical science. The post involves teaching historical theory and practice to students on craft and technical courses. An ability to assist in the running of historical theory and practice to craft classes would be an advantage.

LECTURER IN ARTS

Applicants should possess a relevant university degree (or hold Chartered Engineer status) and have a good knowledge of artistic science. The post involves teaching artistic theory and practice to students on craft and technical courses. An ability to assist in the running of artistic theory and practice to craft classes would be an advantage.

COUNTY COUNCIL BISHOP AUCKLAND TECHNICAL COLLEGE
LECTURER I in Health Care and Welfare Studies. Candidates must be well qualified in the broad area of Health Care, with sound practical ability and industrial experience. The post involves teaching health care theory and practice to students on craft and technical courses. An ability to assist in the running of health care theory and practice to craft classes would be an advantage.

DURHAM COUNTY COUNCIL BISHOP AUCKLAND TECHNICAL COLLEGE
LECTURER I in Beauty Care and Complementary Studies. Candidates must be well qualified in the broad area of Beauty Care, with sound practical ability and industrial experience. The post involves teaching beauty care theory and practice to students on craft and technical courses. An ability to assist in the running of beauty care theory and practice to craft classes would be an advantage.

DURHAM COUNTY COUNCIL BISHOP AUCKLAND TECHNICAL COLLEGE
LECTURER I in Hairdressing Skills. Candidates must be well qualified in the broad area of Hairdressing, with sound practical ability and industrial experience. The post involves teaching hairdressing theory and practice to students on craft and technical courses. An ability to assist in the running of hairdressing theory and practice to craft classes would be an advantage.

EAST DEVON COLLEGE OF FURTHER EDUCATION
LECTURER I in Social Studies. Candidates must be well qualified in the broad area of Social Studies, with sound practical ability and industrial experience. The post involves teaching social studies theory and practice to students on craft and technical courses. An ability to assist in the running of social studies theory and practice to craft classes would be an advantage.

EXETER COLLEGE
LECTURER I in Social Studies. Candidates must be well qualified in the broad area of Social Studies, with sound practical ability and industrial experience. The post involves teaching social studies theory and practice to students on craft and technical courses. An ability to assist in the running of social studies theory and practice to craft classes would be an advantage.

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Lancashire County Council

An Equal Opportunities Employer.

LANCASTER & MORECAMBE COLLEGE OF F.E., MORECAMBE ROAD, LANCASTER

SENIOR LECTURER CATERING
Salary: £11,175-£13,128 per annum.
Required 1st September 1985.
Forms/further details from/to the Principal at the College. (SAE please).

RUNSHAW TERTIARY COLLEGE, LANSDALE ROAD, LEYLAND

LECTURER - GRADE 1 - BUSINESS STUDIES
To teach broad range of BTCC modules including Book-keeping.
Required 1st September 1985.
Forms/further details from/to the Principal at the College. (SAE please).

ACCRINGTON & ROSENDALE COLLEGE, SANDY LANE, ACCRINGTON

- 3 POSTS
1. LECTURER GRADE 1 - SOCIAL STUDIES
Vocational aspects of P.C.S.E., E.C.C., N.N.E.B. and related courses. (Department of Food and Fashion).
 2. LECTURER GRADE 1 - SPECIAL NEEDS
Full time and part time courses for young people and adults with learning difficulties of various kinds. (Department of Development Education).
 3. LECTURER GRADE 1 - GRAPHIC DESIGN STUDIES
On B.T.E.C., G.A.D., National Diploma. (Department of Expressive Arts).
- The THREE above posts required for 1st September 1985.
Forms/further details from/to The District Education Officer, Education Offices, Ewbank House, Cannon Street, Accrington. (SAE please).

NELSON & COLNE COLLEGE, SCOTLAND ROAD, NELSON

LECTURER GRADE 1 - PHYSICAL EDUCATION
Throughout the College. To be involved in the management of community sports.
Required 1st September 1985.
Forms/further details from/to The Chief Administrative Officer at the College. (SAE please).

The closing date for ALL THE ABOVE POSTS is 30th May 1985. (17854)

Due to the expanding programme of development of Open Learning materials and resources for the Maritime and Offshore Oil Industries the following vacancy has arisen in the Open Learning Unit of the College.

KEIGHLEY TECHNICAL COLLEGE

Applications are invited for the following posts which are available now:

DEPARTMENT OF ENGINEERING

Lecturer Grade I in Electrical/Electronics/Micro-Electronics Engineering.
Applicants must be able to teach Electrical and Electronics Principles and Applications to a range of levels including ETEB, YTS, School Link and evening only courses, and be suitably qualified Electrical Engineers to HNC or equivalent standard with good industrial experience and preferably a teaching qualification.
Post Ref. 85/102

DEPARTMENT OF GENERAL EDUCATION, SCIENCE & COMPUTING

Lecturer Grade I in Computing and Physics
Teach Computer Studies and Data Processing to a wide range of courses across the College. The ability to teach physics to GCE 'A' Level is also essential.
Applicants should have graduate or equivalent qualifications, relevant industrial experience would be an advantage. The appointment will be for two years, with the possibility of extension. The appointment is to commence at the earliest possible date.
Post Ref. 85/103

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Post Ref. 85/103

Application forms and further details of these posts are available from the College Administrator, Keighley Technical College, Cavendish Street, Keighley, West Yorkshire BD21 3DP. Telephone (0535) 66421.
Closing Date: 31st May 1985.
City of Bradford Metropolitan Council

South Glamorgan County Council SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION. CARDIFF

FACULTY OF SCIENCE
DEPARTMENT OF SCIENCES
LECTURER 2
In Mathematical Education (Post No. L2/10)
The holder of the post will contribute to the teaching of Mathematical Education in initial and in-service teacher education. Candidates must hold an Honours Degree which includes a major Mathematics component and have substantial, relevant and recent teaching experience in the primary school sector. Some additional expertise in educational computing would be an advantage.
Salary Scale: Lecturer 2 £7,548-£12,099 (Under Review)
Further particulars and application forms may be obtained from The Personnel Officer, South Glamorgan Institute of Higher Education, Cyncoed Centre, Cyncoed Road, Cardiff CF2 6XD (Telephone No. 0222 551111). Completed applications should be returned within fourteen days of the publication of this advertisement. (17833)

Bournemouth & Poole College of Further Education

Senior Lecturer - Staff Tutor
Applications from suitably qualified and experienced persons are invited for this important post which will involve initiating and contributing to College In-Service Education and Training and, with colleagues, providing an Advisory Service relating to educational method and practice.
Salary (£11,175 - £13,128 (Bar)
Application forms and further particulars from the Principal's Secretary, Bournemouth & Poole College of Further Education, North Road, Parkstone, Poole, Dorset. Tel: (0202) 747800. Completed forms to be returned within two weeks of the date of this advertisement. (17810)

NELSON & COLNE COLLEGE, SCOTLAND ROAD, NELSON

LECTURER GRADE 1 - PHYSICAL EDUCATION
Throughout the College. To be involved in the management of community sports.
Required 1st September 1985.
Forms/further details from/to The Chief Administrative Officer at the College. (SAE please).

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COLLEGE OF FURTHER EDUCATION continued

ESSEX

LOUGHTON COLLEGE OF FURTHER EDUCATION DEPARTMENT OF GENERAL EDUCATION

LECTURER Grade I in HOME ECONOMICS
Applications are invited for the above post to commence on 1st September 1985. The post offers an opportunity to join an excellent team currently teaching cookery and food science to a range of full and part-time students.
Candidates should have appropriate academic qualifications and some teaching and relevant industrial experience are desirable.
Salary: £5,910 - £10,512 p.a. plus £244 p.a. inner Princes Area Allowance.
Further details and application forms may be obtained from the Principal, Loughton College of Further Education, Loughton, Essex IG10 3JG. Tel: 01-508 8311 (36825). 220026

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Post Overseas

Turkey

Director of Studies Istanbul Turco-British Association

Duties: responsibility to the Director of ITBA for the professional, administrative and financial management of the ELT operation, including the formulation of ELT policy, marketing and publicity, course design, materials production and teacher training.

Qualifications: degree and RSA Diploma or PGCE in TEFL. Candidates must be British citizens with at least two years' personnel and financial management experience, preferably in a teaching operation, and eight years' TEFL experience. An MA in Applied Linguistics is desirable.

Salary: £13,000 per annum payable in Turkish Lira. Benefits: rent and baggage allowances, air fares. Contract: two-year contract, renewable, commencing August 1985 guaranteed by the British Council. Closing date: 5 June 1985. Reference: 85 B 397

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.



OVERSEAS POSTS

SPAIN

Experienced teachers required in Spain. Conversant with Spanish. Send C.V. photo to: Valledillo, Apartado de Correos 122, Spain. 11333. 460000

SPAIN

English TEFL teacher required to start in September 1985. Send recent photo. Write: The Oxford Club, 50001 Miguel 16, Zaragoza. 50001 11302.

SPAIN

A experienced teacher required for English in the North of Spain. Full-time, one year contract - comfortable working conditions. Applicants send C.V. photograph and cassette with questions to: DIRECTOR OF STUDIES, P.O. Box 1630, Pontevedra, Spain. 460000 36255

SPAIN

Barcelona September. Experienced Maths teacher. A level. Apply with details and photo to: Anglo-American School, 125, De Gual, Castellón de la Plana, Barcelona. 460000 11656

SPAIN

Barcelona. English School requires experienced teacher for Biology and Chemistry to G.C.E. level. Apply with details and photo to: Anglo-American School, 125, De Gual, Castellón de la Plana, Barcelona. 460000 08080, Spain. 11657 460000

TEACH ON EXCHANGE IN USA

Qualified British teachers/lecturers of all subjects with 3 years' experience. Currently teaching in the USA are invited to apply for posts to the USA during the spring term 1986/87. Teachers/lecturers are second on full UK salary with medical security, pension and cost of living allowance. Further details send SAE to: TX (USA). The Central Bureau, Seymour House, Seymour House, London W1P 0PE. 36643

WEST GERMANY

Experienced American & British Primary School Teachers required from Sept. 1985. Apply to: Postfach 366121, 5300 Bonn 2, West Germany. 13695

TURKEY

EFL TEACHERS

Required in Turkey (Jemri). Free accommodation, good salary. Principals will be in London 20-24th May to interview. Please apply: Mr. Sae, c/o Oxford House College, 26 Market Place, London E.C.1. 01-580 460000 13695

TURKEY

ISKENDERUN

A ballet dance teacher required in Iskenderun, September. Lovely beach house (villas) provided. Salary: air fares paid, salary negotiable.

For further details write enclosing C.V. references to: Mrs. M. M. School, Iskenderun, Turkey. Interview will be held in London. 11304

TURKEY

ANKARA. Required for September 1985, teachers for E.F.L. and English. Must have bachelor degree, two years' experience, teaching certificate. Applicants should apply in writing enclosing C.V. and references to: Mr. Hural, Ankara, Turkey. 460000 08493

Administration

Local Education Authority

WEST SUSSEX

COUNTY COUNCIL. COUNTY OFFICER. Salary £13,326 - £14,358 (p.4). This post will provide an opportunity for an enthusiastic and imaginative officer to build on the existing basis of an effective and efficient service. The vacancy occurs upon the retirement of the present holder. Further details and application form from: Director of Education, Staffing Section, County Hall, Chichester, PO19 1RF. Tel: 01243 600 511. Closing Date: 31st May 1985. 460000 13695

LEICESTERSHIRE COUNTY COUNCIL

ASSISTANT DIRECTOR OF EDUCATION (SCHOOLS)

Salary: £18,135 - £20,070 per annum. This post (vacant on promotion to a Deputy post) is available from 1st August 1985 or as soon as possible thereafter and is open to graduates with a degree in Education and administrative experience.

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THE TIMES EDUCATIONAL SUPPLEMENT 17.5.85

ADMINISTRATION - LEA

continued

WIGAN

METROPOLITAN BOROUGH OF WIGAN

OPPORTUNITIES. To become a senior member of a team with four EWOs, to develop and coordinate the work of the Education Welfare Officers. The post is responsible for developing and supporting a team of Education Welfare Officers in the home or school and affect the education of a child or young person.

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LEICESTERSHIRE COUNTY COUNCIL

ASSISTANT DIRECTOR OF EDUCATION (SCHOOLS)

Salary: £18,135 - £20,070 per annum. This post (vacant on promotion to a Deputy post) is available from 1st August 1985 or as soon as possible thereafter and is open to graduates with a degree in Education and administrative experience.

TURKEY

ISKENDERUN

A ballet dance teacher required in Iskenderun, September. Lovely beach house (villas) provided. Salary: air fares paid, salary negotiable.

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